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ABSTRACT

In order to provide information for programming and policy decisions to the Maryland State Education Department, personnel at 200 schools were surveyed to determine how instructional television (ITV) is used at district and school levels. Among questions explored were: (1) the availability of broadcast signal, programming sources, and equipment to receive programming; (2) the commitment of finances at the district and school levels; (3) the extent of use, and the mode of use, of ITV; (4) resource and service commitments at the building level; and (5) the opinions and values of Maryland's educators relative to ITV. Results indicated that while television equipment is generally accessible, ITV use is frequently restricted by tight program scheduling. Teachers indicated that they felt that budget constraints, lack of administrative support, and bias against too much use of ITV as an instructional tool also serve as deterrents to its application in the schools. (MER)

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TELEVISION IN THE PUBLIC SCHOOLS

FINAL REPORT OF THE MARYLAND ITV UTILIZATION STUDY

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P R E F A C E

In the summer of 1980, the ITV Division of the Maryland State Department of Education asked us to conduct a study of the nature and extent of television use in the state's public schools. We gladly undertook the study because we felt their goals were commendable and the results would provide a springboard for decision and action as well as fulfill some of our longstanding research interests.

As with any major study of this type, many individuals are called on for assistance. At the onset, we were fortunate to receive permission from Ron Pedone of the National Center for Education Statistics to use their newly revised ITV questionnaires. These we adapted and expanded to fit our own needs. The most notable contributor to our early efforts was Dr. Susan Clabaugh of the University of Maryland. She helped formulate and write the questionnaires and provided other insights on the study, particularly in the area of local production.

The sample design depended on several individuals. Dr. Morris Rosenberg of the University of Maryland graciously advised us on the most appropriate design for our needs and Dr. Thomas Shipley of the Maryland State Department of Education was most generous in providing us with demographic data files on the state's schools.

During the data analysis stage we called on Dr. william Schafer of the University of Maryland. He made some useful recommendations on statistical interpretations, greatly reducing our workload.

The Computer Science Center of the University of Maryland provided generous support in the form of computer time and the use of a "prettyprinter" terminal to produce this report.

Throughout the project we were blessed with hardworking, creative staff assistants who did everything from the most mundane to highly analytical tasks. Genevieve Kelley and Debra Nelson monitored, coded and, at times, interpreted data. They were the backbone of the staff. Tootie McGowan maintained the budget and managed administrative detail. Helen Tegnell designed the cover on quite short notice. The rest of the Instructional Development and Support Center staff at the College of Library and Information Services provided assistance in the countless details, large and small, that continually arise in a large-scale research project.

We would like to thank Dr. Martha Cammarata of the ITV Division, Maryland State Department of Education, for her assistance throughout the project. She coordinated efforts, communicated the ITV Division's priorities and concerns, and, in general, helped the project run smoothly.

We would also like to thank the organizations who endorsed this study: Maryland Public School Superintendents Association (MPSSA),

Maryland Secondary School Principals Association (MSSPA), Maryland Elementary School Principals Association (MESPA), Maryland Educational Media Organization (MEMO), and Maryland State Teachers Association (MSTA). Without their endorsement we are sure the response to our request for information would not have been as outstanding as it was.

Most importantly, we want to express our appreciation to the approximately 1,100 Maryland educators who took time out of their hectic day to provide us with thoughtful comments and opinions. Without them there would have been no report.

Kerry A. Johnson
Paul F. G. Keller

PROJECT SUMMARY

BACKGROUND

For a number of years the Instructional Television Division of the Maryland State Department of Education has been in need of broad, far reaching data on which to base policy and programming decisions. Although they had systematically collected data about equipment, usage, and other issues of immediate importance in the past, they did not have available to them the much more generic, statewide database necessary for long range planning. In 1976- 1977 the Corporation for Public Broadcasting (CPB) and the National Center for Educational Statistics (NCES), under the direction of Peter Dirr and Ron Pedone, conducted a comprehensive national study of the nature and extent of ITV use in the schools (Dirr & Pedone, 1979). While the study was of limited use as a state level decision making tool due to sampling considerations, it nonetheless represented a model of the type of inquiry Maryland ITV felt they needed. With that background in mind and with the cooperation of CPB and NCES, the Maryland ITV Utilization Study was initiated.

The goal of the study was similar to that of the Dirr and Pedone effort, namely to find out as much as possible about the use of television in the schools. What factors affect use? Is there commitment, financial or otherwise, to the use of instructional television? How much administrative support and advice attends the ITV enterprise? Answers to these questions, among others, are expected to form a knowledge base for the ITV Division, to allow for comprehensive planning, and to provide a benchmark for measuring progress toward long term goals.

Like the national study, the Maryland ITV Utilization Study emphasized four major areas of investigation:

1. Availability

This aspect of the ITV inquiry focused both on the availability of a broadcast signal or other programming source, and the availability of equipment with which to receive programming; the obvious notion being that you can't use what you can't get.

2. Commitment

Commitment was viewed in two ways: (a) financial commitment at the district and at the school level; and (b) resource and service commitment in terms of building level

administrative support, in-service training, and supplementary support supplies such as schedule books and program guides.

3. Actual Use

This area of inquiry focused both on the extent of use and on the mode of use of instructional television.

4. Attitudes

The opinions and values of Maryland's educators in relation to ITV are considered to be fundamental factors in their potential use of the medium. Respondents were asked to comment on both positive and negative factors which might influence ITV use.

METHOD

Data were gathered using mailed questionnaires adapted with permission from a newly redesigned set of CPB/NCES instruments, which they are planning to use in a replication of their original ITV study. A sample of 200 Maryland schools was drawn using a technique referred to as sampling with probability proportionate to size, which is a variation of stratified random sampling. One concern of the investigators was that differential use of ITV between schools might be heavily influenced by either school level (i.e., elementary, junior high/middle, or senior high school), or school or county size. This sampling technique guaranteed adequate proportional representation. At each school the principal, the media specialist, and five randomly selected teachers were asked to complete the questionnaires. In addition, the structure of the state school system suggested that the universe of districts, represented by all 24 superintendents, be sent district-level questionnaires. The survey instruments and sampling design were subjected to the scrutiny of a state-level monitoring committee and were approved with very minor revisions.

Questionnaires were mailed in late winter, timed to correspond to a convenient period in the busy school schedule. Response rates were excellent. At the district level, 23 valid questionnaires (95.8%) were returned. At the building level the rates of valid responses were as follows:

	EXPECTED FREQUENCY		ACTUAL RESPONSE FREQUENCY					
	SCHOOLS		TEACHERS		MEDIA SPEC.		PRINCIPALS	
	N	%	N	%	N	%	N	%
ELEMENTARY	95	47.5	334	48.0	78	46.2	81	48.2
JR HIGH/MIDDLE	50	25.0	167	24.0	47	27.8	40	23.8
SR HIGH	55	27.5	195	28.0	44	26.0	47	27.9
TOTALS:	200	100.0	696	100.0	169	100.0	168	100.0

In other words: 168 principals (84.0%), 169 media specialists (84.5%), and 696 teachers (69.6%) provided valid responses to the questionnaires.

RESULTS

AVAILABILITY OF INSTRUCTIONAL TELEVISION

Instructional television (ITV) is defined in this study as any television programming, either broadcast or recorded, which is used in the school for purposes of instruction. ITV seems readily available in Maryland's public schools. Ninety-seven percent of the media specialists report it is available either through direct broadcast or on videotape. The principals (95.8%) concur with that assessment, but the teachers (84.8%) are not as sure. Still, 42.4% of the teachers used ITV in 1980-81. This is consistent with the national estimate in which 41.5% of the teachers used ITV in the year covered by the national study. Teachers seem to either be users of ITV or not. About one-third of them report zero years of use while 44.1% say they've used ITV for three or more years. For the most part, elementary teachers are bigger ITV users. This year, for instance, 56.8% of elementary teachers used ITV compared with 33.6% of junior high or middle school teachers, and 24.0% of senior high school teachers.

Reported sources of programming also differed by school level. Elementary teachers (79.1%) appear more likely to use direct on-air television compared to junior high/middle school teachers (58.4%) or senior high teachers (54.0%). As expected, then, proportionately more senior high (58.4%) and junior high/middle school (63.0%) teachers report using cassette or videotape sources for ITV programming. Only one in four elementary teachers report having videotape or cassette equipment available to them. Estimates of the medium used (i.e. broadcast, videotape, etc.) have a similar pattern but are higher for media specialists and principals. These two groups, in general, rated availability, commitment, use, and attitudes in a slightly more positive light than did the teachers.

Most teachers find that it is easy, or at least "pretty easy,"

to get a TV set when they need one. At the elementary level 42.4% of the teachers report that a set is already in the classroom; 28.8% said the TV sets are brought to the classroom from a central location. At the junior and senior high level, however, the most frequently mentioned arrangement for use (56.4% and 68.8% respectively) is that the sets are in the media center.

There seems to be consensus among groups and across school levels that the sets are well maintained (they go to a cental repair shop when necessary), and that reception is at least fair to good. One possible exception to that generally positive summation is that only 52.7% of high school teachers consider television reception in their class good, while 34.0% consider it fair and 13.3 % feel it's poor. Given the tendency toward an upward bias it is possible that a significantly larger percentage of senior high teachers get poor reception than the data indicate. In any event, it is a situation which warrants further thought.

Most junior high school (87.2%) and senior high school teachers (75.5%) have record/playback equipment available to them so that they can play back a TV program at a convenient time. Approximately 56.1% of elementary teachers have such equipment available. At all levels, what seems in shorter supply, or at least what fewer people report having access to, are tape libraries and someone to do the recording. A concern voiced by some media specialists in comments on the questionnaires is that many requests for videotaping come for after school hours programming. (The most often mentioned program is NOVA.) When asked how often they used prerecorded programs, the response "always" was reported by 37.6% of the senior high teachers, 29.2% of the junior high/middle school teachers, and 12.2% of the elementary teachers. The majority of teachers who try to obtain videotape equipment seem to be able to get it without much trouble or already have it available.

Program scheduling is the most frequently cited difficulty affecting ITV use (55.5% of teacher respondents). Advance program notice (32.0%) and enough planning time (33.0%) are the next most frequently mentioned problems.

UTILIZATION OF ITV AND OTHER MEDIA

Teachers typically have their entire class view television as a single groups, without other classes. TV is used to a lesser degree with small groups or with individual students. On the average, teachers use ITV about one-half hour a week.

When asked what media account for most of their classroom use teachers cite sound slide/filmstrips (68.0%), films (55.0%), transparencies (47.7%), silent slide/filmstrips (34.2%) and ITV (30.7%). Audio recordings, games and simulations, computers and other media are also used, but to a lesser extent. Instructional television still falls far behind films as a frequently used medium. More than one-half the teachers use media for two hours or less per week.

ITV, it seems, might be used more than it presently is--consider the distribution of responses to the item which asks the amount of time teachers would use ITV under optimium conditions. In that case only 6.7% of the teachers said they would not use ITV while 71.2% said they would use anywhere up to two hours of ITV per week. The modal response is one hour per week, which is twice the modal estimate of current use. Relatively few teachers (12.4%) feel that they personally are aware of a colleague who overuses ITV.

Instructional television is considered useful in initiating ideas which students can follow up. Teachers also give it credit for expanding the breadth of student knowledge on a subject. To a slightly lesser degree it is attributed with having a calming effect on the students.

Among ITV series users there seems to be a reasonable reliance on the teacher guides, both to preview programs (72.2%) and to find specific suggestions for lesson planning (63.5%). In most cases (72.5%), teachers had used a series before and tend to use it as a supplement to regular curriculum rather than as stand-alone instruction (86.7%). They typically spend up to 10 minutes prior to viewing and 15 minutes or less after viewing, engaged in classroom discussion about the program.

SUPPORT FOR INSTRUCTIONAL TELEVISION

Principals and media specialists see themselves as encouraging ITV use but also as leaving to the discretion of the teachers both the nature and extent of that use. Teachers, on the other hand, seem to see principals and media specialists as being more neutral, less encouraging. This is particularly the case with regard to principals. The building level administrator's attitude seems to reflect the district's view of ITV.

Among elementary school ITV users, guides seem to be readily available, being distributed on request for the most part, and are helpful in planning. The media specialist is most frequently the person reported to be responsible for their distribution. Senior high teachers appear to have more difficulty getting guides, however, since only 41.1% report them readily available.

Schedules, at least in elementary schools, tend to be distributed to all teachers (53.6%). Again, high school teachers are less likely to get schedules; in fact, more than half don't even know how they're distributed. That's not to say they don't get them, but certainly (if they did) they're not aware of <u>how</u> they got them.

Contact with outside ITV personnel such as district coordinators or MSDE ITV Division staff is clearly aimed more at principals and media specialists than teachers. Only 4.4% of the teachers reported any communication with such ITV personnel while almost 40% of the principals and 30% of the media specialists did. It is also clear that such contact with media specialists is aimed more at upper school media specialists than at other groups.

When teachers are asked how often they get specific ideas regarding ITV use from each of a series of sources, the media specialist receives most of the credit. About one-third of the teachers say the media specialist provides specific ideas either "sometimes" (25.8%) or "often" (8.7%). The ITV coordinator, where one exists, accounts for about the same response (24.0% sometimes, 6.9% often). It is clear, however, that for most teachers, specific insights on ITV programming or utilization are not too easy to come by from any source. Even the ITV guides, which are among the most frequently cited sources of information, are considered by 48.2% of the respondents as "never" providing specific suggestions for ITV use.

Proportionately (and not surprisingly), more media specialists (51.2%) have had training in ITV use than either teachers (12.9%) or principals (22.1%). Training for media specialists consisted primarily of college coursework (47.9%) workshops at professional meetings (46.6%), and district in-service workshops (45.5%). For principals, the sources of training were the same, but the order was different: workshops at professional meetings accounted for 44.4% of the responses, district in-service for 38.9%, and college coursework 27.8%. Teachers' primary sources of ITV training are reported to be workshops at professional meetings (46.0%), followed by college coursework (38.9%), and workshops sponsored by the ITV Division of the MSDE (20.2%). A relatively small percentage of respondents reported having had an ITV training experience within the past three years.

REACTIONS TO USE OF ITV

About half of the teachers and principals agree that teachers do not make enough use of ITV. Media specialists appear in general to be more favorable to ITV than the other two groups, and so, consistent with that stance, 64.1% of them feel that teachers can make more use of the medium.

To an alarming degree, teachers (50.7%) and principals (59.2%) also share the opinion that teachers could use too much TV, and, if they did, their peers would comment. To a lesser extent media specialists (37.0%) concur. Given the uncertainty regarding how much use is too much, this could act as a strong deterrent to use, even though TV is regarded as a useful teaching tool by the vast majority of media specialists (93.1%), principals (93.1%),and teachers (76.0%).

Is ITV a frill in the time of back-to-basics? Most media specialists and principals think not. Fewer teachers are sure, though, since only 26.3% think it's not a frill, 29.7% have no opinion on the issue, and 39.4% do indeed consider it a frill. Numerous efforts have been made recently to introduce programming concerned with basic skills. It would appear that many teachers are not aware of these programs, or, perhaps, are convinced that television as an instructional method is not appropriate for such subjects. In either case, since two in every five teachers view ITV

as a frill because of the pressure to achieve basic educational goals, some alteration of attitudes might be necessary; in which case media specialists and principals should prove to be worthy advocates.

Teachers use ITV in a variety of ways. Most teachers (74.2%) report using it as a supplementary teaching tool, although some (42.1%) also suggest that many programs meet curricular needs. There are short blocks of time in the day when many teachers (54.3%) find ITV helpful, particularly in the elementary school, where 68.2% of the teachers find it fits nicely in the less structured schedule.

Compared with other instructional materials, it is harder to maintain a budget for ITV. About one-half of the principals and media specialists say it's harder or much harder to maintain the ITV budget, while only a scattered few find it easier. But, at the same time that 22.2% of the principals and 27.9% of the media specialists agree that ITV is the first to go in a rough budgetary climate. Slightly more than that in each group disagree with such an assessment. The conflicting signals, although they point toward ITV's budget vulnerability, suggest that increasing support for the medium is possible. This is particularly true when one considers the enthusiastic manner in which ITV is credited with meeting so many educational goals.

Consider, for example, the followng list of uses of ITV and the proportion of principals and media specialists who rate each as important:

	PRINCIPALS	MEDIA SPEC.
A. To extend the range of experiences available to students	96.8%	93.3%
B. To provide different approaches to presenting material	91.0%	92.5%
C. To bring new resources and/or persons into the classroom	92.9%	93.2%
D. To motivate students' interest in the subject	87.6%	90.4%

CONCLUSION

The Maryland ITV Utilization Study generated a vast amount of valid, potentially useful data. This report summarizes those data and, perhaps more importantly, provides some indication of the many directions further analysis of it can take. Strict summary statistics are of interest to policy and decision-makers. There is little doubt of that. However, many times specific decisions need to be based on more detailed and specific analysis--analysis aimed at single questions. To this end, it is recommended that administrators

or reseachers who are interested in this study, and at the same time would like to see the work expaned or continued, should contact the authors.

Several follow-up studies based on the Maryland ITV Utilization Study data will be forthcoming in the months to follow. These will be presented at professional meetings and will appear in sundry journals. The investigators will be happiest when the resulting findings begin to address the many concerns and issues raised in this brief summary.

METHOD

QUESTIONNAIRE DESIGN

Design of the questionnaires was undertaken in two stages: (1) a series of meetings was held with personnel from the Division of Instructional Television to reach a reasonable compromise between what information might be useful in getting an understanding of the nature, extent, and future trends in ITV use on the one hand, and the type of information that could be obtained reliably through mailed questionnaires on the other. The authors' experience in questionnaire research had shown that response rate was strongly determined by the respondents' being able to fill out the questionnaire in a single, brief, uninterrupted session with no need to track down additional information filed away here and there. The prototypes, especially the critical teacher questionnaire, underwent informal field testing to identify any particularly difficult items that were missed in the editorial sessions. In contrast to previous ITV utilization studies, the present study also included a questionnaire for school library media specialists, who are often catalysts for instructional media utilization. Maryland is fortunate in having well developed school library programs with a media professional in most schools. (2) The second stage of the design included the format and physical appearance of the questionnaires. Again, the authors' experience has shown that "slick," professionally printed, color coded questionnaires were viewed with more respect and returned more readily than "half-fininshed" products done with a typewriter and reproduced by mimeograph or copier. Samples of the instruments are included in Appendix A. The process of questionnaire design was greatly simplified because the authors were able to build on the instruments used in the CPB/NCES study as well as prototype instruments to be used in a second national follow-up survey.

Like many other states, Maryland has taken measures to insulate teachers and school administrators from excessive or questionable requests for information. These instruments in their prototype form underwent scrutiny by the CSPEIS but for some school districts, approval by CSPEIS was not sufficient in itself, so approval by a research director or assistant superintendent also needed to be secured. Finally, to lend maximum credibility to the study, endorsements were obtained from the major professional organizations in the state: the Maryland Secondary School Principals Association, the Maryland Elementary Principals Association, the Maryland Public School Superintendents Association, the Maryland Educational Media Organization, and the Maryland State Teachers Association.

SAMPLING DESIGN

From the point of view of administrative structure, public education in Maryland is, comparatively speaking, well organized. In contrast to the Balkanization evident in other states, Maryland's school districts are congruent with individual counties, and the city of Baltimore. The state does, however, have a variety of geographical regions, each with variations in population density, per capita wealth, political climate, and educational priorities. Clearly, this first comprehensive study of instructional television in Maryland would have to take some of these variations into account in order to be a useful management information product as well as a sound contribution to instructional media research. A primary goal throughout the course of the project was to achieve a balance between the limited financial resources available and the generalizability of the data.

It was determined that a sample of 200 schools would be the minimum number, given a reasonably good response rate, necessary to provide acceptable sampling errors. The individual school was regarded as the basic sampling unit from which the following individual units would be drawn: the principal, the media specialist, and five teachers, randomly selected by the principal using an algorithm provided with the questionnaire packet (See Appendix A). Superintendents would also participate. Because there are only 24 school districts in Maryland, the universe could be polled economically. The sample can be characterized as a stratified probabilistic cluster sample, which for the prevailing situation is highly representative. It would also offer great economy, provided that control data needed to draw the sample were available in machine-readable form. It was originally hoped that a school's selection for the sample on the basis of probability-proportionate-to-size could be based on the number of teachers in that school. Unfortunately, the available data were neither current nor captured in machine-readable form. Making the assumption that teacher:pupil ratios were relatively stable across the state, it was decided to use pupil enrollment statistics instead. Computer tapes were obtained from the State Department of Education Division of Management Systems containing separate files of student enrollment data and school names and addresses. These files were edited for relevant information, sorted, and merged. It was found that there were schools for which enrollment statistics but no machine-readable name or address existed. This problem was corrected by obtaining the information from other published sources and inserting the missing data. The file was listed and examined by hand to cull schools not appropriate to the study. These were for the most part schools serving special populations such as home and hospital schools or special education centers. Using a combination of original programming and utility routines, the revised file was sorted by county and by schools within a county on the basis of student enrollment. An interactive FORTRAN program was written to solicit a random starting point and then step through the file, writing the sample of 200 schools to a new file (See Appendix B). Principals' names and telephone numbers for the 200 schools were

obtained from published sources and apprehended in machine-readable form. This file was merged with the sample file and sorted in ZIP code order to generate mailing labels for questionnaire packets. The number of schools and their enrollments as of fall, 1980, comprising the sample, as well as the universe from which the sample was drawn are displayed in Table 1. A breakdown of the sample and universe by school type is shown in Table 2. School type is based on codes used by the Division of Management Systems.

Table 1
Number of Schools and Enrollments by County

	SAMPLE		UNIVERSE	
COUNTY	NO. OF SCHOOLS	ENROLLMENT	NO. OF SCHOOLS	ENROLLMENT
Allegany	3	1,938	26	11,832
Anne Arundel	19	19,667	26	69,754
Baltimore	26	23,459	146	94,974
Calvert	2	1,915	12	7,822
Caroline	1	583	8	4,051
Carroll	6	6,055	28	20,105
Cecil	3	2,243	25	12,828
Charles	5	5,012	26	17,482
Dorchester	2	1,418	13	5,202
Frederick	6	6,163	35	23,129
Garrett	2	1,180	17	5,421
Harford	8	7,492	41	30,010
Howard	7	5,001	46	25,144
Kent	1	458	8	2,849
Montgomery	26	21,028	173	97,739
Prince Georges	33	28,309	205	121,071
Queen Annes	1	615	9	4,731
St. Marys	4	3,299	24	12,148
Somerset	1	612	12	3,749
Talbot	1	642	9	3,998
Washington	5	3,599	41	19,993
Wicomico	3	2,176	22	11,891
Worcester	1	516	11	5,351
Baltimore City	34	34,264	176	123,698
TOTALS:	200	177,644	1,218	734,972

Table 2
Types of Schools

SCHOOL TYPE *	SAMPLE	UNIVERSE
2	92	815
3	91	291
4	14	85
5	3	27
TOTALS:	200	1,218

* LEGEND:
TYPE 2: Elementary
TYPE 3: Secondary
TYPE 4: Middle
TYPE 5: Others

ADMINISTRATION

Because the study gambled on a high response rate from a relatively small sample and because the role of the school prinicpal was critical, a schedule of careful, unambiguous communications was devised as follows:

March 18	Introductory letter to principals including teacher selection algorithm
March 19	Introductory letter to superintendents
March 23	Questionnaires to superintendents
March 24	Questionnaire packets to principals
April 3	Reminder/Thank-you postcards sent to all
April 23	Follow-up letters and second questionnaire sent to all nonresponding superintendents
April 27	Begin follow-up phone calls to principals in all schools with questionnaires outstanding; begin follow-up calls to nonresponding superintendents
May 1	Follow-up letters sent to all nonrespondents
June 1	Final deadline for receiving all questionnaires

In addition, free use was made of the telephone to maintain friendly relationships with the school principals in the sample and other school district personnel, to resolve ambiguities and answer questions where necessary.

Logging in questionnaires, keeping track of non-respondents, and other management tasks were accomplished by means of a manual system. It was originally hoped to process all management information on an

Apple II microcomputer and do data analysis on the university's mainframe machine. Programming specifications were indeed drawn, but the venture was abandoned because there were no readily available means for the two computers to communicate with one another.

DATA ANALYSIS

All data analysis was done using the Statistical Package for the Social Sciences (SPSS). Because many data from the questionnaires were nominal scales, the task of transcribing them to separate coding sheets for subsequent keypunching would have been error-prone and prohibitively expensive, so programs were written in XBASIC to solicit item-by-item information from a terminal and do minimal error and logic checking, making it possible to enter data directly from the questionnaires (See Appendix B). Once captured electronically, data from individual questionnaire items were concatenated into card images and written to an intermediate file, which the user could append to the main data file at the end of the session. In this manner, separate data files were created for teachers, principals, media specialists, and superintendents. The only manual intervention that was necessary was to add to these files a variable that would unambiguously categorize the school as being of type elementary, junior high/middle school, or high school, since the school type codes already in the file grouped schools on a different criterion.

Virtually all of the data appearing in the report were generated via the SPSS subprograms frequencies and crosstabs. The standard errors reported were computed as though a simple random sample design had been used and are therefore conservative estimates. However, since schools in the sample were selected with a probability proportionate to county and school enrollment, some counties are represented much less frequently than others. The findings of the study are generalizeable to the state of Maryland, but not to individual counties within the state.

This report was encoded, edited, and printed using the University of Maryland Document Processing System (DPS). It would not have been possible to manage and massage the vast amounts of information associated with the project without a generous allocation of computer time from the University of Maryland Computer Science Center.

T E A C H E R S

INTRODUCTION

This, and the next three sections of the report, describe in detail the responses to each item on the questionnaires from each group. Section organization is based on the order of items in each questionnaire. In general, for the sake of uniformity and impact, responses to each item are first summarized in a table and then discussed in text. The narrative is terse, much of the interpretation is left to the reader.

A comment about the tables is in order. To facilitate comparison and generalizability, percentages or relative frequencies are used to describe distributions of teacher, media specialist, and principal data. Superintendents, as explained later, represent a special case. Distributions are displayed by school level and for the total sample. In the "total" column a number (or numbers) preceded by an asterisk will often appear in parentheses. These are the sampling errors and should be read as plus or minus the amount shown. They can be interpreted as a confidence interval, or an interval of one standard deviation on either side of the value given in the "total" columns. Each stated value has a two out of three chance of being within the given interval. For example, in item #7 the first value in the "total" column is 33.6%. It has a two out of three chance of really being between 28.5% (33.6-5.1) and 38.7% (33.6+5.1). The need for such a range of values arises directly from problems associated with asking questions of only a sample out of a larger population. If all Maryland teachers, for example, had been asked about instructional television, there would have been no sampling error. In some tables, there will be only a single sampling error given. For those cases the same value applies to all items in the table.

BACKGROUND INFORMATION

#1 GRADE LEVEL

Frequencies in type 2 and type 3 schools (middle/junior and senior high are inflated because teachers in those grades were apt to declare more than one grade level taught. Numbers of teachers by types of school are as follows:

TYPE 1:	Elementary	48%
TYPE 2:	Middle/Junior	24%
TYPE 3:	Senior High	28%

#2 SETTING

Teachers by and large described their classroom setting as self-contained although almost one in five consider themselves as working in a non-traditional setting.

#3 NUMBER OF STUDENTS TAUGHT

Number of students ranged from 9 to 180, with a few cases of larger teaching loads. The mean class size is 82.2; the mode is 30. The number of classes assigned to each teacher ranged from 1 to 7, with a mean of 4 and a mode of 5.

#4 SUBJECTS TAUGHT

While approximately 48% of the teachers in the sample are classified as elementary, only 40% of the teachers teach all elementary subjects. Sprinkled throughout the elementary teacher group are reading specialists, art teachers, physical educators and others. However, the largest single subject specialty by far remains multi-disciplinary elementary. The rather even distribution across secondary school subject specialties (math, language arts, social science and science) is consistent with tradition. Special educators could be expected to account for a relatively small group since special schools for students with handicapped conditions were not included in this survey.

#5 FUNDED PROGRAMS

The majority of teachers (66%) report that they were not involved in any specially funded programs or projects. One-fourth of the respondents were involved in one funded program.

#6 EXPERIENCE

This teacher group (teachers in Maryland) appear to have considerable years teaching experience, given that 56% have ten or more years in a school other than their present school, and 27% have that much time in at the same school. A breakdown by school level shows that senior high teachers have the most experience with two-thirds having ten or more years experience at schools other than their present school and approximately one third stating that they have been at the present school for at least ten years.

AVAILABILITY OF INSTRUCTIONAL TELEVISION

#7 YEARS USED INSTRUCTIONAL TELEVISION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
NONE	13.3	42.9	59.9	33.4	(*5.1)
ONE	8.5	12.3	10.4	9.9	
TWO	13.3	17.2	6.8	12.4	
THREE OR MORE	64.8	27.6	22.9	44.2	

It appears that teachers either use ITV consistently or they don't use it at all. Note the bimodal distribution of responses to this item. Forty-four percent of the teachers indicate they have used ITV for three or more years while 33% indicate they have used it virtually not at all. In addition, comparing the cumulative frequency of one, two, three or more years of use (66.4%) to the present use level (42.4%), a decline in use appears evident. This is an observation which can't be definitely demonstrated here, but certainly one which warrants further study.

Broken down by school level, the distributions reveal that elementary teachers are the most active users of ITV. Seventy-one percent of those who use ITV for three or more years are elementary teachers, while the remaining long term users are evenly divided between junior high and senior high teachers. In addition, 64.7% of the elementary teachers are big users. This compares with 51.9% of the senior high and 42.9% of the junior/middle school teachers who reported no use of ITV.

Similar results were found when comparing those who currently view ITV in elementary, junior/middle school and high school. If the trend toward less viewing is real, it is elementary teachers who account for the drop, because each of the other two groups shows a higher percentage of current use than they show for long-term use (three or more years).

#8 ITV PROGRAMMING AVAILABLE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL
YES	91.0	86.2	72.8	84.9

Program availability does not seem to be a real problem in Maryland since approximately 85% of the teachers reported that they received either direct, on-air broadcasts or videotaped programs for use in their classes. This compares to 72% program availability in the national sample (CPB/NCES). Clearly, ITV programming is more readily available in elementary schools and to a lesser extent, in junior/middle schools than it is in high schools (perhaps a problem of perception on the part of high school teachers, but that is not

clear from these data).

#9 TV SETS AVAILABLE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
NONE	4.0	10.1	15.5	8.6	(*3.4)
B & W	37.2	36.7	28.9	34.8	
COLOR	44.2	32.9	32.1	38.2	
BOTH	14.6	20.3	23.5	18.4	

Here, in comparison with the national sample, there are two distinctions to be made. First, more Maryland teachers (8.6%) report that they have no television sets available in their classrooms than the 2% in the national sample. Second, the Maryland data demonstrate the rapid changeover to color sets in recent years, as 38% of the Maryland sets are color compared to only 15% in the national study.

Again, the high school teachers are more likely to have no television sets available than either of the other two groups. Elementary teachers also tend to have more color sets available (44%) than their junior/middle school (32.5%) or senior high (32.1%) colleagues.

#10 TELEVISION MEDIA AVAILABLE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ON-AIR	78.9	59.7	54.0	67.7	(*1.8)
CASSETTE/VIDEOTAPE	25.8	63.3	58.4	43.3	(*2.0)
CABLE TV	8.1	7.2	7.5	7.7	(*1.3)
VIDEODISC	1.3	2.9	3.1	2.2	(*0.6)
CLOSED CIRCUIT	16.8	25.2	27.3	21.6	(*1.7)
DON'T KNOW	10.7	16.5	19.3	14.4	(*1.4)

The majority of teachers (67.7%) reported that they were able to get direct on-air broadcasts from public television. Relatively few teachers (43.3%) said they had cassette or videotape available, however. Considering the availability of VTR equipment in the marketplace and the length of time it has been available, it seems reasonable to expect a greater proportion of teachers to report they have access to such equipment in their classrooms.

One impressive finding, when the mode of reception is considered by school type, is the relatively low percentage (25.8) of elementary school teachers reporting the availability of videotape or cassette equipment. It is reasonable to assume that a greater need for such equipment is present in junior/middle and senior high schools since their classroom schedules are typically more rigid relative to ITV scheduling, but the flexibility provided by such equipment would

doubtless aid the elementary teacher as well. Senior and junior/middle schools, being generally larger than elementary schools, can usually justify the equipment expense more readily, but it is likely to have some effect on ITV use in elementary schools since a major factor contributing to non use is scheduling problems.

#11 ACCESS TO TV SET

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
EASY	68.9	50.7	42.9	57.9	(*3.7)
PRETTY EASY	20.2	33.3	31.7	26.3	
SOMETIMES CAN'T	6.7	8.3	12.4	8.6	
OFTEN CAN'T	4.2	7.6	13.0	7.3	

In the main, teachers found it at least "pretty easy" to get TV equipment; they could get it most of the time they needed it. As with other items, ease in access appears to be related to level of school with 89.1% of the elementary teachers able to get equipment most of the time and fairly easily. Almost 70% of them reported that it was easy to get equipment. Senior high teachers, in contrast, appear to have a more difficult time getting TV equipment. Thirteen percent report that they often can't, while another 12.4% say they sometimes can't get equipment. It is difficult to judge where the critical point lies in the ease/difficulty continuum, but it seems safe to say that it would be advantageous to have larger numbers of teachers believe that there is no problem in getting equipment and that equipment is readily available given enough lead time.

#12 LOCATION OF TELEVISION SETS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IN MY CLASS	42.6	19.3	10.6	28.6	(*1.8)
MEDIA CENTER	24.0	56.0	68.8	43.5	(*2.0)
BROUGHT FROM NEARBY CLASS	16.1	13.3	7.6	13.2	(*1.3)
GO TO NEARBY CLASS	8.2	6.7	1.8	6.1	(*0.9)
BROUGHT FROM CENTRAL LOCATION	28.7	27.3	21.2	26.4	(*1.7)
GO TO CENTRAL LOCATION	3.8	6.0	7.1	5.2	(*0.9)

Elementary teachers tend to use ITV in their own classrooms, as

demonstrated by the fact that 42.6% report that sets are already available in their class while an additional 44.8% either have a set brought from another class, brought from some central location, or both. Use of the media center as a viewing place appears to be more typical for junior/middle (56.0%) and senior high teachers (68.8%), although many also report that they have sets brought from a central location.

#13 GOOD REPAIR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ALWAYS	35.7	36.2	28.7	34.2	(*2.9)
MOST OF THE TIME	54.8	53.4	58.1	55.3	
SOME OF THE TIME	5.1	8.8	8.1	6.8	
SELDOM	4.5	0.7	5.0	3.7	

Set repair does not seem to be much of a factor in ITV use. Teachers at all school levels consistently report that sets are in good repair most of the time or all of the time. Fewer than 5% of all teachers report that sets are seldom in good repair.

#14 TELEVISION RECEPTION QUALITY

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GOOD	63.4	70.3	52.7	62.3	(*2.7)
FAIR	29.4	22.5	34.0	29.0	
POOR	7.1	7.2	13.3	8.7	

Only 62.3% of all teachers surveyed report getting good television reception. Among high school teachers the figure drops to 52.7%. Roughly half of the high school teachers report they have only fair or poor reception. At the same time they claim less ITV use. It seems reasonable to wonder about the degree to which reception quality influences utilization.

#15 TV RELATED SERVICES AVAILABLE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
RECORD/PLAYBACK	55.9	86.6	85.5	73.1	(*2.0)
EARPHONES	14.1	13.4	13.8	13.8	(*1.6)
EASY (DIAL) ACCESS	39.0	30.6	34.3	32.3	(*2.1)
TV STUDIO	6.6	20.1	27.0	16.4	(*1.7)
TAPE LIBRARY IN SCHOOL	17.4	31.3	36.8	27.1	(*2.0)
TAPE LIBRARY IN DISTRICT	19.7	18.7	27.0	21.6	(*1.8)
SOMEONE TO RECORD	38.0	59.0	48.7	46.9	(*2.3)

The vast majority of junior/middle and senior high school teachers (86.6% and 85.5% respectively) report having videotape equipment available. Elementary teachers report VTR equipment is available to a lesser extent--56.1% report availability. Although the equipment is available in junior and senior highs, it is less likely that these schools have a person available to do the recording. This may or may not influence use.

#16 HOW OFTEN ARE PROGRAMS PRE-RECORDED

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ALWAYS	5.5	16.7	19.9	11.9	(*5.9)
MOST OF TIME	6.2	20.1	14.9	11.8	
SOME OF TIME	10.7	14.6	7.5	10.8	
SELDOM	22.5	5.6	10.6	15.4	
NOT APPLICABLE	55.0	43.1	47.2	50.2	

Teacher responses regarding frequency of use of prerecorded material is consistent with their observation on VTR equipment availability; junior and senior high teachers depend on it to a large degree, elementary teachers only to a very modest degree. Elementary teachers, as indicated by the large number of "not applicable" responses, demonstrate that it is not really an issue. When looking at this item in relation to similar items it can be shown that the "not applicable" response is generally either a result of the lack of equipment or the absence of personnel to run the equipment. The irony here is that program scheduling (question #18) is indicated emphatically (65.1% of elementary teachers) as a factor affecting ITV use.

#17 EASE OF ARRANGING VTR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
EASY	11.7	27.2	27.0	19.5	(*7.6)
PRETY EASY	13.3	29.3	20.1	19.0	
SOMETIMES CAN'T	5.0	6.1	11.9	7.1	
NOT EASY	7.7	8.2	10.1	8.4	
NEVER TRIED	30.7	21.8	22.0	26.2	
NO FACILITIES	31.7	7.5	8.8	19.8	

When they try, it appears to be relatively easy for teachers to get programs taped. However, a surprising number (26.2%) report never trying. Junior/middle schools have a slightly easier time getting programs taped or played back than their senior high colleagues and each of those groups is considerably ahead of the elementary teachers. Again, the paucity of playback/recording equipment is obvious in elementary schools. Sixty-two percent of elementary teachers reported either never trying to get equipment or that there are no facilities available.

#18 DIFFICULTIES THAT AFFECT ITV USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
SET AVAILABILITY	16.2	12.9	23.4	17.3	(*1.6)
SET QUALITY	14.4	11.5	14.5	13.7	(*1.4)
SET IN CLASS	7.4	14.4	15.9	11.3	(*1.3)
SET MAINTENANCE	5.6	10.1	9.0	7.6	(*1.1)
PROGRAM SCHEDULING	65.1	46.8	44.8	55.5	(*2.1)
ADV PROGRAM NOTICE	17.6	46.0	46.9	32.0	(*2.0)
PROGRAM QUALITY	5.3	14.4	15.9	10.2	(*1.3)
AVAIL ASSISTANCE	1.8	12.2	8.3	6.0	(*1.0)
ENOUGH PLANNING TM	29.9	31.7	40.7	33.1	(*2.0)
SCH/GUIDES AVAIL	13.4	27.3	31.0	14.6	(*1.5)
OTHER	13.0	18.7	13.8	14.6	(*1.5)

Among elementary school teachers, the single most significant factor affecting ITV use appears to be program scheduling. Upper grade teachers also indicate scheduling is a problem, as well as the difficulty of getting adequate advance program information, and/or time to plan how best to use available programming. Set availability was also reported as a problem by almost one-fourth of the senior high school teachers. This response is consistent with question #11, which asked how easy it was to get a TV set when it is needed.

Since 46.0% and 46.9% of the junior/middle and senior high teachers respectively indicate that lack of advance program notice affects use, and since both public and network television produce large volumes of advance materials, it would appear that there is a serious problem in the dissemination system.

UTILIZATION OF ITV

#19 VIEWING ARRANGEMENTS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
WITH ANOTHER CLASS	38.8	25.5	9.6	27.9	(*1.8)
WHOLE CLASS ALONE	65.4	51.7	39.2	55.2	(*2.0)
SMALL GROUPS	13.5	10.1	11.4	12.1	(*1.3)
INDIVID. STUDENTS	3.5	3.4	5.4	4.0	(*0.8)
NEVER USE ITV	16.7	36.9	52.4	30.9	(*1.8)

Among teachers who use ITV the principal arrangement is to have the entire class watch ITV alone (55.2%). In elementary schools and, to a lesser degree, in junior/middle schools, arrangements are made to combine classes for viewing. Very little use is made of ITV in individual viewing assignments.

#20 AVERAGE AMOUNT OF ITV USED PER WEEK

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
NONE	37.9	59.4	69.2	51.3	(*8.0)
1/4 HOUR	12.4	15.5	11.0	12.8	
1/2 HOUR	22.0	9.0	2.9	13.9	
1 HOUR	14.0	5.8	5.8	9.9	
1 1/2 HOURS	4.3	1.9	1.2	2.9	
2 HOURS	4.0	1.9	1.2	2.8	
3 HOURS	2.5	2.6	0.6	2.0	
4 HOURS	0.0	0.0	1.7	0.5	
5 OR MORE HOURS	2.8	3.9	6.4	4.0	

On the average, teachers in this study reported using ITV less than one-half an hour per week. Approximately three-fourths of the sample who report using ITV use it one hour or less. Again, the question yielded a clear indication that elementary teachers are the heaviest ITV users. More will be said about this item in relation to item #25.

#21 MEDIA FORMATS USED

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AUDIO	18.2	20.7	17.5	18.6	(*1.6)
COMPUTER	0.6	5.3	5.3	3.0	(*0.7)
GAMES & SIMUL.	16.9	18.0	7.0	14.5	(*1.4)
ITV	41.4	23.3	17.5	30.7	(*1.8)
FILM	57.3	48.0	56.7	55.0	(*2.0)
SILENT SLIDE/FSTRIP	38.2	28.7	31.6	34.2	(*1.9)
SOUND SLIDE/FSTRIP	72.9	59.3	66.7	68.0	(*1.9)
TRANSPARENCIES	38.9	56.0	56.7	47.7	(*2.0)
OTHER	3.5	6.7	6.4	5.0	(*0.9)

#22 TIME USING MEDIA (PER WEEK)

(HOURS)	ELEM	JR/MIDDLE	SR HIGH	TOTAL
0	5.3	10.8	13.7	9.1
1	30.7	20.4	28.6	27.5
2	24.7	17.2	14.8	20.0
3	14.0	10.8	8.8	11.7
4	5.0	7.0	2.2	4.7
5	11.0	15.3	18.1	14.1
6	1.7	3.2	2.2	2.2
7	0.7	1.3	0.0	0.6
8	1.0	1.9	0.5	1.1
9	0.3	0.0	0.5	0.3
10	3.3	5.1	4.9	4.2
10+	2.3	7.0	5.4	4.4

#24 TELEVISION AS HOME ASSIGNMENT

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	6.4	11.1	14.7	9.9	(*3.4)
SOMETIMES	44.3	39.5	33.7	40.2	
RARELY	34.3	29.0	33.2	32.7	
NEVER	15.0	20.4	18.4	17.2	

There is a relatively consistent pattern across school levels of the frequency TV is used as part of a homework assignment. That is, TV assignments tend to range between "sometimes" and "rarely used". One possible contradiction to this pattern is that in the upper grades, especially senior high, where more use seems to be made of TV for outside assignments. A likely explanation is that evening television is more apt to be aimed at the older audience, and, even though after school viewing hours are very popular with younger students, much of the programming is unsuitable as instructional

material.

#25 OPTIMUM AMOUNT OF ITV TIME (HOURS)

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
NONE	3.1	10.0	10.2	6.7	(*8.0)
ONE QUARTER	2.2	3.8	3.2	2.8	
ONE HALF	9.9	13.7	12.3	11.5	
ONE	36.4	21.2	29.9	31.0	
ONE & ONE HALF	13.6	7.5	3.7	9.4	
TWO	17.6	16.2	15.0	16.5	
THREE	11.7	10.6	8.0	10.4	
FOUR	2.5	5.6	4.8	3.9	
FIVE OR MORE	3.1	11.2	12.8	7.7	

The response to this item was bimodal (one and two hours) with an overall mean equal to one and one-half hours per week. This was relatively consistent across school levels with a couple of notable exceptions: one in ten senior high and junior/middle school teachers indicate that they would not use ITV at all, while, at the other end of the spectrum, a slightly larger percentage (12.8% and 11.2% respectively) report that they would use ITV heavily--five or more hours. Given the class structure at these upper levels such estimates are reasonable. At each upper school level, classes change every period and teachers encounter different sets of students throughout the day. This suggests that it is highly appropriate to use the same progam more than once in a given day. It would be interesting to explore the affect of class period length (typically 45-50 minutes) on the use of ITV programming, since some programs are as long as one hour.

When comparing the distribution of this item and item #20, estimates of current use, it is clear that teachers might possibly use ITV more than they currently do given a change in some factors related to scheduling, program quality, or equipment availability. In response to item #20, 75% of the teachers who report using ITV use it for one hour or less per week while in this item, the same number report they would use ITV one hour or more.

#26 ANYBODY USED ITV TOO MUCH?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
YES	16.6	8.6	8.5	12.4	(*5.7)
NO	83.4	91.4	91.5	87.6	

Apparently one in six elementary teachers know someone personally, a teacher in their school, who abuses instructional television by using it too much. This is less apparent in

junior/middle schools or high schools.

#27 MAXIMUM APPROPRIATE TIME FOR ITV/WEEK (HOURS)

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ONE QUARTER	0.9	3.2	4.3	2.4	(*5.0)
ONE HALF	9.5	21.0	11.4	12.7	
ONE	26.8	31.2	40.5	31.7	
ONE & ONE HALF	27.4	13.4	10.8	19.4	
TWO TO FOUR	27.4	17.8	16.8	22.2	
FIVE OR MORE	3.2	2.5	2.2	2.7	
NO SET LIMIT	4.7	10.8	14.1	8.8	

Two-thirds of the teachers responding to this survey would like to see children's in-school television viewing kept to one and one half hours per week or less. Elementary teachers appear more favorably disposed to ITV. Their responses cluster in a range from one to four hours per week, while junior/middle and senior high teachers point toward a one hour per week limit. It should also be noted, however, that a larger percentage of upper level teachers than elementary teachers recommended no set limit on ITV viewing.

#28 ITV OUTCOMES

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
EXPANDED KNOWLEDGE	51.1	41.7	52.2	49.2	(*2.3)
EXPANDED VOCAB	46.6	21.4	22.8	36.1	(*2.2)
FOLLOW-UP IDEAS	57.6	47.6	40.2	51.9	(*2.3)
MORE ENTHUSIASTIC	22.9	21.4	26.1	23.2	(*2.0)
USE LIBRARY MORE	22.9	9.7	8.7	17.1	(*1.8)
MORE ITV AT HOME	28.6	24.3	26.1	27.1	(*2.1)
CALMING EFFECT	45.8	52.4	42.4	46.6	(*2.3)
OTHER	1.1	4.9	10.9	3.9	(*0.9)

#29 TYPE OF STUDENT FOR WHOM ITV IS USEFUL

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ALL	81.7	65.6	66.1	73.6	(*5.5)
BELOW AVERAGE	6.1	9.9	8.8	7.7	
AVERAGE	8.0	7.3	6.4	7.4	
ABOVE AVERAGE	1.6	6.6	7.0	4.3	
SPECIAL	0.0	6.0	5.8	3.0	
NOT USEFUL FOR ANY	1.6	2.6	4.1	2.5	
OTHER	1.0	2.0	1.8	1.4	

The majority of teachers (73.6%), particularly at the elementary level (81.7%), feel ITV is appropriate for all students. A few (1.4%) feel it is not appropriate for anyone, regardless of level of academic ability.

#31 DECIDE WITH CLASS WHETHER TO WATCH
#32 DECIDE WITH CLASS WHAT TO WATCH

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
WHETHER TO WATCH	24.0	15.2	12.2	18.7	(*1.5)
WHAT TO WATCH	14.9	8.2	6.7	11.1	(*1.2)

These questions were designed to probe the extent to which critical viewing skills are being taught in the schools. It appears that more of this activity is being conducted at elementary school level than where it might be appropriate. Given the attention focused on critical viewing skills by various television and federal agencies during the last few years the degree of positive response to these items seems somewhat low. This is especially true since this type of behavior is basic to the whole notion of developing intelligent, thoughtful, discriminating video consumers at an early age.

#33 NUMBER OF SERIES USED THIS YEAR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
NONE	49.2	79.4	86.0	66.3	(*4.8)
ONE	18.0	11.6	10.1	14.3	
TWO	13.3	5.2	2.8	8.5	
THREE	9.6	3.2	0.6	5.6	
FOUR	5.9	0.6	0.6	3.2	
FIVE OR MORE	4.0	0.0	0.0	2.0	

TYPICAL USE OF ITV SERIES

All responses to items 35-37 are based on a named series. Percentages are relative to the 281 (190 elementary, 47 junior high/middle, 44 high school) teachers who named a series.

#35 METHODS OF USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
USED BEFORE	77.8	69.2	57.9	72.5	(*2.8)
PREVIEWED	33.5	63.9	71.1	44.4	(*3.3)
READ GUIDE	75.7	64.1	64.9	72.2	(*2.9)
USED GUIDE	66.7	56.8	55.9	63.5	(*3.2)
USED SERIES AS KEY	29.5	24.2	29.4	28.7	(*3.1)
USED AS SUPPLEMENT	89.5	86.0	73.5	86.7	(*2.2)

#36 DISCUSSION BEFORE VIEWING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
NO TIME	17.3	6.4	15.9	15.2	(*5.1)
UP TO 10 MIN	56.8	53.2	25.0	51.1	
10 TO 15 MIN	22.7	23.4	27.3	23.6	
MORE THAN 15	3.2	17.0	31.8	10.1	

Length of discussions prior to television viewing tend, on the average, to be short--up to ten minutes. High school teachers are somewhat an exception to that rule, however, since almost 60% of them say that they allow ten minutes or more for class discussion before viewing.

#37 DISCUSSION AFTER VIEWING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
NO TIME	1.7	2.1	11.4	3.3	(*5.0)
UP TO 10 MIN	46.4	29.8	15.9	38.6	
10 TO 15 MIN	38.1	40.4	25.0	36.4	
MORE THAN 15 MIN	13.8	27.7	47.7	21.7	

Teachers clearly spend more time discussing ITV programs after they are viewed than before. There is a distinct shift in discussion time as evidenced by the distribution.

SUPPORT OF ITV

#38 TEACHER GUIDES

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ARE AVAILABLE	70.3	57.9	41.1	60.0	(*2.1)
ARE USEFUL	86.6	76.7	63.3	80.4	(*2.2)

Guides appear to be generally available to teachers, from their perspective, but it would seem that additional inquiries need to be made at the senior high level, since only 41.1% of the teachers report availability. Among teachers who have access to guides, reaction seems favorable. That is, teachers tend to use the guides in planning. Again, the group least positively disposed to the guides is the senior high teachers.

#39 HOW OFTEN DO YOU USE THE GUIDES?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ALWAYS	18.5	13.4	8.9	14.7	(*6.3)
USUALLY	24.5	15.7	10.1	18.5	
SOMETIMES	19.2	10.4	7.6	14.0	
A FEW TIMES	15.0	12.7	7.0	12.3	
NOT AT ALL	22.7	47.8	65.8	40.3	

Among guide users frequency of use is rather high, ranging from 53.3% for elementary teachers to 56.6% for senior high respondents. On the other end of the continuum, however, is the rather obvious fact that fully 40% of the teachers overall report "never" using the guides. The lowest level of use is among senior high teachers (65.8%). In most cases this might be related to lack of planning time which many teachers (38.0%) report as a significant factor inhibiting ITV use. Among senior high teachers, adequacy of planning time is a concern of 40.7% of the respondents.

#40 TEACHER GUIDE DISTRIBUTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GIVEN TO ALL	19.1	10.7	9.7	14.6	(*6.19)
GIVEN ON REQUEST	38.2	20.1	13.7	27.3	
NOT PROVIDED	3.2	4.0	8.0	4.7	
COPIES IN SCHOOL	19.1	17.4	14.9	17.6	
DON'T KNOW	20.4	47.7	53.1	35.7	

A rather surprising percentage of teachers do not know how

guides are distributed. That is not to say that they don't get them; only 4.7% suggest they're not provided. This might call into question the degree to which teachers are aware of ITV coordination within the school. Again, from the junior/middle school level up, the degree of awareness seems to diminish. In most cases where copies are made available they are either distributed upon request or multiple copies are made available in the building.

#41 ITV SCHEDULE DISTRIBUTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GIVEN TO ALL	53.6	19.3	19.3	36.3	(*6.9)
GIVEN ON REQUEST	13.8	14.7	9.1	12.7	
NOT PROVIDED	3.8	2.7	7.4	4.5	
COPIES IN SCHOOL	11.6	16.0	11.9	12.7	
DON'T KNOW	17.2	47.3	51.7	33.6	

As with guides, ITV schedule distribution appears to be a mystery for many teachers (33.6%), and the highest rate of mystery again falls with teachers of older children. In contrast to guide distribution, however, schedules are individually distributed to the majority of elementary teachers and to about one in five of the remaining teachers. A very small, almost insignificant percentage of teachers report that schedules are not provided.

#42 BUILDING ITV COORDINATOR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
FULL TIME	27.1	26.5	24.5	26.3	(*4.9)
PART TIME	5.6	12.9	14.8	9.8	
INFORMAL	31.4	25.9	14.2	25.6	
NONE	36.0	34.7	46.5	38.3	

More than one-fourth of the schools are reported to have a full-time ITV coordinator. However, 38.3% of the schools, from a low of 34.7% (junior/middle schools schools) to a high of 46.5% (senior high) have no ITV coordinator. Not surprisingly, very few of the teachers surveyed (4.1%) were themselves the ITV coordinator.

#43 ITV COORDINATOR SERVICES

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
DIST. GUIDES/SCH.	94.4	58.9	50.6	75.0	(*2.3)
PROVIDES NEWSLETTER	20.3	15.6	16.0	18.1	(*2.1)
CALLS ATTENTION TO SPECIAL PROGRAMS	35.0	40.0	35.8	36.5	(*2.6)
PROVIDES EQUIPMENT ASSISTANCE	53.1	81.1	86.5	68.1	(*2.5)
PROVIDES TRAINING/ CONSULTATION	9.6	26.7	32.1	19.3	(*2.1)
WORKS WITH STUDENTS	14.7	24.4	21.0	18.7	(*2.1)

Where one exists, a primary function of the ITV coordinator, particularly at junior and senior high level, seems to be to provide equipment assistance. Overall, more than two-thirds of the teachers see equipment assistance as a service provided by the coordinator. Elementary teachers overwhelmingly see the coordinator as being reponsible for guides and schedules (94.4%); junior and senior high teachers indicate distribution service less frequently (58.9% and 50.6% respectively). Another interesting point of departure between elementary and other levels is that about three times the number of junior and senior high teachers see the ITV coordinator performing a training function than elementary teachers.

#44 CONTACT WITH OUTSIDE ITV PERSONNEL

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
CONTACTED	4.4	3.2	5.5	4.4	(*1.8)
IF YES--DISTRICT VISITED SCHOOL	28.6	66.7	20.0	33.3	
PROVIDE IN-SERVICE	42.9	33.3	60.0	46.7	
PROVIDED MATERIALS	42.9	66.7	0.0	33.3	

Only 4% of the teachers had contact with persons outside the school about ITV. Of those roughly one-third were visited in their school by the district coordinator who it appears, focused attention on conducting in-service experiences. No committee participation was solicted by the district from teachers; teachers were not asked to serve in an advisory, evaluation or curriculum role.

State level contact with the school was perceived similarly by teachers. Twenty-two percent of the relatively small number reporting contact with the ITV division also reported that visits

were made to the school. 44% reported having in-service experiences conducted by the ITV division. One person noted that he/she served on an advisory committee to the ITV division.

#45 PRINCIPALS PRACTICE TOWARDS ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
STRONGLY ENCOURAGE	4.4	4.1	1.8	3.6	(*2.0)
ENC. BUT LEAVE TO TEACHER DISCRETION	36.0	30.3	24.0	31.4	
NEITHER ENC. NOR DISCOURAGE	55.2	63.4	71.9	61.6	
DISC. BUT LEAVE TO TEACHER DISCRETION	3.2	2.1	1.8	2.5	
STRONGLY DISC.	1.3	0.0	0.6	0.8	

There is a perceived tendency for the principal to either maintain a neutral stance or a slightly positive stance toward ITV use by teachers. Where encouragement is given, type of use is left to the discretion of the teacher. The implication is that specific direction for use is not provided by the principal. This impression is consistent across levels, although elementary teachers tend to be more likely to be encouraged to use ITV.

#46 GENERAL ATTITUDE TOWARD ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
SUBJECT SPECIALISTS					
FAVOR	40.8	39.7	40.3	40.3	(*3.0)
NEUTRAL	57.8	56.5	58.3	57.6	
AGAINST	1.4	3.8	1.4	2.1	
OTHER TEACHERS					
FAVOR	52.6	32.1	33.3	42.7	(*2.0)
NEUTRAL	47.1	62.7	66.0	55.8	
AGAINST	0.3	5.2	0.6	1.5	
MEDIA SPECIALISTS					
FAVOR	65.9	63.5	58.4	63.4	(*2.0)
NEUTRAL	33.8	36.5	40.3	36.1	
AGAINST	0.3	0.0	1.3	0.5	
OTHER SPECIALISTS					
FAVOR	32.7	27.5	27.1	29.9	(*2.0)
NEUTRAL	66.5	71.0	71.5	69.0	
AGAINST	0.8	1.5	1.4	1.1	
PARENTS					
FAVOR	30.6	18.0	17.2	24.2	(*2.0)
NEUTRAL	65.5	78.2	80.7	72.5	
AGAINST	3.9	3.8	2.1	3.4	
STUDENTS					
FAVOR	73.8	53.1	47.7	62.3	(*2.0)
NEUTRAL	26.2	46.9	50.3	37.2	
AGAINST	0.0	0.0	2.0	0.5	
DISTRICT OFFICE					
FAVOR	39.3	26.0	30.6	33.6	(*2.0)
NEUTRAL	59.5	73.2	66.7	64.9	
AGAINST	1.2	0.8	2.7	1.5	

Not surprisingly, teachers perceive parents as least favorably disposed to the use of ITV. Media specialists are perceived as most positive to its use. Even so, 37% of the media specialists are perceived by teachers as not favoring ITV use: being either neutral or negative. Differences across levels seem most significant when teachers consider their peer group, other teachers, and when they consider parent attitudes. In both instances, junior and senior high teachers think that the attitudes of these groups are less favorable.

Students are also considered by teachers to be favorably disposed toward ITV, although junior and senior level teachers are less inclined to think so then their elementary school collegues.

#47 IDEAS FROM DIFFERENT PERSONNEL ABOUT ITV

PRINCIPAL

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	1.7	0.8	0.6	1.2	(*3.2)
SOMETIMES	20.2	9.8	7.4	14.4	
RARELY	25.6	19.5	13.0	20.8	
NEVER	52.5	69.9	79.0	63.7	

DEPARTMENT CHAIR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	1.2	4.8	2.6	2.7	(*4.2)
SOMETIMES	16.7	21.8	19.9	19.2	
RARELY	24.7	16.1	12.6	18.1	
NEVER	57.4	57.3	64.9	60.0	

OTHER SPECIALISTS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	2.7	5.6	1.3	3.0	(*3.8)
SOMETIMES	20.3	8.8	9.4	14.1	
RARELY	21.2	14.4	14.8	17.5	
NEVER	55.9	71.2	74.5	65.3	

OTHER TEACHERS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	6.9	2.3	2.5	4.6	(*4.0)
SOMETIMES	40.8	26.3	24.5	32.9	
RARELY	24.9	21.8	13.2	20.9	
NEVER	27.4	49.6	59.7	41.7	

ITV COORDINATOR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	6.1	9.1	6.4	6.9	(*4.8)
SOMETIMES	31.3	20.0	16.0	24.0	
RARELY	25.3	10.9	10.4	17.3	
NEVER	37.4	60.0	67.2	51.7	

PARENTS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	0.0	0.8	0.0	0.2	(*2.2)
SOMETIMES	5.3	1.6	4.0	4.1	
RARELY	19.6	8.7	7.9	14.0	
NEVER	75.1	88.9	88.1	81.7	

MEDIA SPECIALISTS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	10.1	9.0	5.7	8.7	(*4.3)
SOMETIMES	28.3	27.1	20.3	25.8	
RARELY	25.5	12.0	13.9	19.2	
NEVER	36.0	51.9	60.1	46.3	

STUDENTS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	4.5	2.4	1.9	3.3	(*3.8)
SOMETIMES	23.3	11.1	10.4	16.8	
RARELY	21.1	15.9	13.6	17.8	
NEVER	51.1	70.6	74.0	62.1	

TEACHER GUIDES

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	17.0	6.3	5.3	11.3	(*4.6)
SOMETIMES	30.7	20.6	17.1	24.6	
RARELY	17.8	19.0	9.9	15.9	
NEVER	34.4	54.0	67.8	48.2	

PREVIEWS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	7.4	3.4	2.2	5.1	(*4.3)
SOMETIMES	23.8	18.1	11.1	19.0	
RARELY	22.1	13.8	10.4	17.0	
NEVER	46.7	64.7	76.3	59.0	

OTHER

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	3.2	0.0	2.5	2.0	(*7.0)
SOMETIMES	12.9	3.3	7.5	7.9	
RARELY	12.9	3.3	7.5	7.9	
NEVER	71.0	93.3	82.5	82.2	

Teachers indicate that they get specific ideas about ITV use from a variety of sources. Elementary teachers cite other teachers (47.7%) and teachers guides (47.7%) as sometimes or often contributing ideas. The next most frequently cited source is the media specialist (38.4%). At the upper school levels, however, the source of ITV ideas is more likely to be the media specialists, rather than other teachers or guides. Teachers at upper school levels are less likely to get advice then elementary school teachers.

PREPARATION FOR USE OF ITV

#48-51 ITV TRAINING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
HAD ITV TRAINING	11.5	13.0	15.0	12.9	(*1.3)
IF YES-					
COLLEGE COURSE	37.7	37.5	41.5	38.9	(*4.4)
DISTRICT IN-SERVICE	17.6	18.8	14.6	16.9	(*3.4)
TV IN-SERVICE	9.8	6.3	9.8	8.9	(*2.6)
WKSHOP-TV STATION	7.8	12.5	0.0	6.5	(*2.2)
WKSHOP-STATE ITV	21.6	21.9	17.1	20.2	(*3.6)
WKSHOP-PROF MEETIN	41.2	43.8	53.7	46.0	(*5.3)
WITHIN THREE YEARS	16.5	16.2	17.8	16.8	(*2.2)
REQUIRED?	8.0	4.7	5.1	6.1	(*1.6)

CONDITIONS AFFECTING THE USE OF ITV

#52 PERCEPTIONS OF ITV

TEACHERS DON'T USE ENOUGH ITV.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	45.4	49.7	53.8	48.7	(*3.2)
NEITHER	43.4	39.6	32.9	39.6	
DISAGREE	9.6	4.0	5.2	7.1	
NA	1.7	6.7	8.1	4.6	

ITV IS A FRILL WITH THE CURRENT EMPHASIS ON BACK TO BASICS.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	44.4	37.3	32.6	39.4	(*3.3)
NEITHER	28.5	31.7	30.3	29.7	
DISAGREE	25.2	23.9	30.3	26.2	
NA	2.0	7.0	6.9	4.5	

IF TEACHERS USED ITV TOO MUCH, THERE WOULD BE COMMENTS.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	57.2	44.5	44.3	50.7	(*3.7)
NEITHER	27.9	35.0	30.5	30.3	
DISAGREE	11.0	11.7	15.6	12.5	
NA	3.8	8.8	9.6	6.6	

THERE ARE SHORT BLOCKS OF TIME WHEN ITV IS REALLY USEFUL.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	68.2	45.3	37.3	54.3	(*4.2)
NEITHER	17.2	30.9	32.0	24.5	
DISAGREE	9.5	10.8	10.1	9.9	
NA	5.1	12.9	20.7	11.3	

ITV IS LIKE ANY OTHER SUPPLEMENTARY TEACHING TOOL.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	80.3	66.9	69.8	74.2	(*3.1)
NEITHER	13.1	18.7	14.2	14.7	
DISAGREE	5.5	10.8	9.5	7.9	
NA	1.0	3.6	6.5	3.2	

MANY ITV PROGRAMS MEET MY CURRICULUM NEEDS.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	58.4	28.1	24.4	42.1	(*3.1)
NEITHER	28.5	34.8	25.6	29.1	
DISAGREE	10.4	27.4	38.7	22.1	
NA	2.7	9.6	11.3	6.7	

ITV IS A USEFUL TEACHING TOOL.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	82.7	68.1	70.7	76.0	(#2.8)
NEITHER	14.1	25.7	21.3	18.8	
DISAGREE	2.3	0.7	1.1	1.6	
NA	1.0	5.6	6.9	3.7	

SOME PARENTS EXPRESS CONCERN ABOUT THE AMOUNT OF ITV USE.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	10.1	7.7	5.8	8.4	(#3.8)
NEITHER	36.4	45.8	37.4	38.9	
DISAGREE	33.7	19.0	29.2	29.0	
NA	19.9	26.8	27.5	23.6	

Three-fourths of Maryland's teachers consider ITV a useful teaching tool; the rest tend to be ambivalent. While half of the teachers consider that ITV is not used enough, an equal number indicate that there would be comments made if it was used too much. Coupled with item #27, this implies that, in the opinion of the teachers, one to two hours per week is an appropriate amount of viewing time. It is difficult to know, without follow-up, if upper school teachers consider one to two hours an appropriate estimate of viewing time per class, or whether they see one to two hours as the appropriate amount per teacher.

M E D I A S P E C I A L I S T

INTRODUCTION

One hundred sixty-nine media specialists (84.5%) responded to the Maryland ITV Utilization Study Questionnaire. Data on media specialist's use and support of ITV was not gathered in the national study for a number of reasons so comparisons cannot be made. But, because most Maryland schools have a media specialist, and because they generally play such a central role in the school's instructional program, it was felt that any study of ITV use would be incomplete without considering their input.

Note: the same report format is used for this section of the report as was used in describing teacher responses.

BACKGROUND INFORMATION

#2 AIDES/VOLUNTEERS

A little less than half of the media specialists (45.3%) report having no aides or volunteers. Most schools, if they have any in the media center, have one (27.7%). The largest number of aides/volunteers reported by any media specialist is ten.

#3 SETTING

The media specialists confirm teacher assessment of classroom setting. That is, most of the schools (72.7%) are traditional and about 20% have open space or other non-traditional design.

#4 EXPERIENCE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
MS AT PRESENT SCHOOL					
1 YEAR	17.1	10.6	9.3	13.3	(*10.5)
2-3 YEARS	22.4	27.7	16.3	22.3	
4-6 YEARS	23.7	21.3	30.2	24.7	
7-9 YEARS	18.4	17.0	11.6	16.3	
10+ YEARS	18.4	23.4	32.6	23.5	
EDUCATOR					
1 YEAR	1.6	0.0	0.0	0.7	(*7.6)
2-3 YEARS	7.9	5.0	0.0	5.0	
4-6 YEARS	9.5	7.5	8.1	8.6	
7-9 YEARS	12.7	17.5	10.8	13.6	
10+ YEARS	68.3	70.0	81.1	72.1	

One outstanding characteristic of media specialists is their overall experience as educators. They have much less experience as media specialists in their own school. But, even then, about 40% report holding their present media specialist job for seven or more years.

#5 MARYLAND CERTIFICATION STATUS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ASSOCIATE	13.5	2.4	4.5	8.1	(*2.2)
GENERALIST	27.0	42.9	45.5	36.2	(*3.8)
SPECIALIST	45.9	52.4	43.2	46.9	(*4.0)
ADMINISTRATOR	4.1	4.8	4.5	4.4	(*1.6)
OTHER CERTIFICATION	33.8	40.5	40.9	37.5	(*3.8)
NOT CERTIFIED	5.4	0.0	0.0	2.5	(*1.2)

All but a very small percentage of elementary media specialists have some type of Maryland certification. However, the most appropriate certification for them to have is the generalist certificate and only 36.2% report having it. There may be a semantic problem due to the use of the words "specialist" and "generalsist" but even that would not account totally for the fact that a rather large percentage of media specialists may not be sufficiently certified.

AVAILABILITY OF INSTRUCTIONAL TELEVISION

#6 AVAILABILITY OF PROGRAMMING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AVAILABLE	98.7	95.7	95.5	97.0	(*1.3)

With very few exceptions, ITV is widely available in Maryland's schools. That, at least, is the opinion of the media specialists.

#7 TYPE OF TELEVISION SETS AVAILABLE

On the average, each school has four or five black and white television sets and about six color sets. However, some schools report having no television sets at all.

#8 ESTIMATE OF TEACHERS REGULARLY USING ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
0	12.0	20.0	26.8	17.9	(*0.6)
1	5.3	5.0	7.3	5.8	
2	6.7	15.0	2.4	7.7	
3	13.3	20.0	7.3	13.5	
4	9.3	10.0	9.8	9.6	
5	9.3	10.0	2.4	7.7	
6	6.7	0.0	2.4	3.8	
7	4.0	0.0	0.0	1.9	
8	6.7	5.0	2.4	5.1	
9	1.3	0.0	2.4	1.3	
10	9.3	7.5	9.8	9.0	
10+	15.9	7.5	27.0	16.7	

Overall, 62.2% of the media specialists estimate that five teachers or less are regular ITV users. At the senior high level, a bimodal distribution exists: slightly over one-fourth of the media specialists estimate no teachers in their school use ITV while about the same percentage estimate that more than ten use it. The large upper limit estimate may simply be an aberrant condition resulting from the sheer size of the schools involved. At the lower levels, elementary and junior/middle schools, 55.9% and 80.0% respectively, calculate that five teachers or less use ITV. According to most media specialists, though, there are at least a few ITV users in each school.

#9 TV FORMATS AVAILABLE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
DIRECT ON-AIR	88.5	89.1	88.6	88.7	(*2.5)
CASSETTE/VIDEOTAPE	46.2	76.1	88.6	65.5	(*3.7)
CABLE TV	7.7	10.9	9.1	8.9	(*2.2)
VIDEODISC	0.0.	0.0	4.5	1.2	(*0.8)
CLOSED CIRCUIT	28.2	39.1	45.5	35.7	(*3.7)
DON'T KNOW	3.8	0.0	0.0	1.8	(*1.0)

Predictably, media specialists gave higher estimates than teachers of available television/video reception formats. This was true in all format categories, except of course, the "Don't know" category. Here, surprisingly enough, three elementary media specialists were not sure what they had available to them. For the most part programming is available broadcast directly over the air (88.7%). There is consistency with regard to video recording/playback capability, however. Here less than half (46.2%) of elementary school media specialists report having VTR equipment in comparison to 76.1% of junior/middle school people and 88.7% of the high school media specialists. It is interesting to note the discrepancy between those estimates of VTR equipment availability and estimates made by teachers. At all levels there appear to be many teachers who are simply unaware of the fact that such resources are available to them. A similar pattern is apparent in the direct broadcast and closed circuit categories.

#10 QUALITY OF TELEVISION RECEPTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GOOD	67.5	60.9	52.3	61.7	(*5.4)
FAIR	26.0	23.9	31.8	26.9	
POOR	6.5	15.2	15.9	11.4	

Reception quality was rated very much the same by media specialists as by teachers. Again, only about one-half of the high schools surveyed reported having "good" reception. This would seem to be a rather ominous indicator since use of ITV is often affected by such factors.

#11 LOCATION OF TELEVISION SETS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IN CLASSROOM	46.8	30.4	11.4	32.9	(*13.0)
IN CENTRAL LOC.	20.8	30.4	18.2	22.8	
AUDITORIUM	2.6	0.0	2.3	1.8	
MEDIA CENTER	7.8	17.4	43.2	19.8	
MORE THAN ONE	20.8	15.2	20.5	19.2	
OTHER	1.3	6.5	4.5	3.6	

Location of TV sets appears to be related to school level--elementary schools are more likely to have TV sets in the classrooms while in high schools the sets are typically found in the media center or other central location. Junior high schools or middle schools do not have as clear cut a pattern--with 30.4% of the respondents indicating that sets are in classrooms, 30.4% mentioning a central location and another 17.4% suggesting the media center as the best descriptor of TV set location.

#12 ARRANGEMENTS FOR TV USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
STUDENTS TO TV	9.2	8.7	7.0	8.5	(*7.4)
SETS TO STUDENTS	36.8	23.9	41.9	34.5	
ONE OR OTHER	19.7	47.8	39.5	32.7	
SETS IN CLASSROOM	31.6	19.6	11.6	23.0	

It is interesting that at all levels teachers are more likely to indicate that they use the television in the media center than is suggested by the media specialist. Some teachers prefer to take their classes to a location outside the classroom to watch TV. Although 46.8% of elementary classrooms have their own TV, only 31.6% of the media specialists consider use of the classroom TV as a best description of reality. (See item #11)

#13 HOW OFTEN ARE SETS IN GOOD REPAIR?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ALWAYS	29.9	24.4	20.5	25.9	(*5.3)
MOST OF THE TIME	63.6	60.0	68.2	63.9	
SOME OF THE TIME	3.9	11.1	6.8	6.6	
SELDOM	2.6	4.4	4.5	3.6	

Like the teachers, media specialists consider the available TV sets to be in good repair either most of the time or always.

#14 USE OF LOCAL OR STATE VIDEOTAPE LIBRARY

Approximately 40% (plus-or-minus 3.9%) of the media specialists acquire prerecorded programming from local or state sources. High school media specialists are much more likely to do so than either their junior high or elementary colleagues. (61.4% vs. 45.2% vs. 23.7%).

#15 VIEWING ARRANGEMENTS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
WITH ANOTHER CLASS	64.0	47.8	53.5	56.7	(*3.9)
WHOLE CLASS ALONE	86.7	95.7	86.0	89.0	(*2.4)
SMALL GROUPS	24.0	45.7	37.2	33.5	(*3.7)
INDIV. STUDENTS	4.0	17.0	37.2	16.5	(*2.9)
NEVER USE	2.7	6.5	11.6	6.1	(*1.9)

Across all school levels, media specialists have a considerably higher estimate of ITV use than teachers. In high schools, for example, 26.8% of media specialists report that teachers never use ITV, (see item #8) while 52.4% of high school teachers report they never use it.

#16 REPAIR POLICY

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
REPAIRED IN BLDG	1.4	2.3	0.0	1.3	(*6.1)
CENTRAL REP. SHOP	60.0	77.3	81.8	70.9	
HIRE REPAIRMAN	25.7	18.2	13.6	20.3	
NO POLICY	5.7	0.0	2.3	3.2	
OTHER	7.1	2.3	2.3	4.4	

Television and video equipment are generally repaired in the school system's central repair shop, although about one-fifth of the schools use a local repair service.

#17 TV RELATED SERVICES

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
EARPHONES	34.0	32.5	41.2	35.5	(*4.4)
EASY (DIAL) ACCESS	31.9	25.0	17.6	25.6	(*4.0)
TV STUDIO	14.9	20.0	32.4	21.5	(*3.7)
TAPE LIB/SCHOOL	19.1	47.5	61.8	40.5	(*4.5)
TAPE LIB/DISTRICT	55.3	47.5	58.8	53.7	(*4.6)
OTHER	4.3	0.0	2.9	2.5	(*1.4)

A higher percentage of media specialists reported the availability of service in each category than the corresponding teacher percentage. There appears to be a number of teachers who are unaware of the availability of these services. Libraries of videotapes are reported to be available in 40.5% of the school buildings and 53.7% of the school districts. Senior high schools have the greatest access to these services.

#18 USE OF VIDEOTAPE RECORDERS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
USE	38.2	80.0	75.0	59.4	(*3.8)

#19 IS SOMEONE AVAILABLE TO VIDEOTAPE?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
PERSON AVAILABLE	37.7	80.5	86.5	64.9	(*4.2)

A distinctly different response to the issue of the use of videotape manifested itself between elementary school media specialists, on the one hand, and junior and senior high media specialists on the other. Approximately twice as many upper level media specialists record ITV lessons than elementary media specialists. This finding is consistent with the information about equipment availability, but is more dramatic in the difference.

#20 ARE PROGRAMS PRODUCED IN THE SCHOOL?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
PROGRAMS PRODUCED	44.3	70.5	80.0	61.0	(*3.9)
TO WHAT END:					
INSTRUCTIONAL USE	57.6	71.0	78.1	68.8	(*4.8)
ADMINISTRATIVE USE	15.2	9.7	18.8	14.6	(*3.6)
IN-SERVICE	12.1	16.1	34.4	20.8	(*4.2)
STUDENT EXPERIENCE	72.7	77.4	81.3	77.1	(*4.3)
TEACHER FEEDBACK	27.3	25.8	50.0	34.4	(*4.9)
STUDENT FEEDBACK	66.7	80.6	87.5	78.1	(*4.2)
OTHER	18.2	9.7	15.6	14.6	(*3.6)

According to the media specialists, a large percentage of schools produce their own video programs. The main uses they see for these programs are student feedback, student production experience and instructional use. More use is apparently made of in-school productions at the junior and senior high school level.

#21 PRODUCTION RESPONSIBILITY

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
MEDIA SPECIALIST	87.5	69.7	73.5	77.6	(*4.1)
CLASSROOM TEACHER	37.5	24.2	41.2	34.6	(*4.6)
STUDENTS	7.5	6.1	20.6	11.2	(*3.1)
ITV COORDINATOR	20.0	12.1	11.8	15.0	(*3.5)
OTHER	10.0	12.1	20.6	14.0	(*3.4)

#22 HOW MANY TEACHERS ARE INVOLVED IN PRODUCTION?

Five teachers or less are typically involved in productions in each school. One notable exception occurs at the elementary school level, however, where 30.0% of the respondents indicated that no teachers were involved. This suggests that the media specialist took on the task of production in the context of some media or library oriented activity or that she/he was simply left alone in a different instructional context to develop and produce a video program.

SUPPORT OF ITV

#23 MEDIA SPECIALISTS' ATTITUDES TOWARDS ITV USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
STRONGLY ENCOURAGE	22.7	17.4	16.3	19.5	(*4.6)
ENC. BUT LEAVE TO TEACHER DISCRETION	64.0	73.9	65.1	67.1	
NEITHER ENC. NOR DISCOURAGE	13.3	8.7	16.3	12.8	
DISC. BUT LEAVE TO TEACHER DISCRETION	0.0	0.0	2.3	0.6	
STRONGLY DISC.	0.0	0.0	0.0	0.0	

Most media specialists (67.1%) see themselves as encouraging the use of ITV but leaving that use to the discretion of the teacher. A smaller percentage of media specialists (19.5%) report that they strongly encourage use.

#24 DISTRICT ATTITUDES TOWARD ITV USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
STRONGLY ENCOURAGE	18.9	13.0	7.0	14.1	(*4.5)
ENC. BUT LEAVE TO TEACHER DISCRETION	71.6	69.6	83.7	74.2	
NEITHER ENC. NOR DISCOURAGE	6.8	15.2	7.0	9.2	
DISC. BUT LEAVE TO TEACHER DISCRETION	1.4	2.2	0.0	1.2	
STRONGLY DISC.	0.0	0.0	0.0	0.0	

District attitudes toward ITV use were viewed by media specialists as consistent with their own attutudes. A modest exception existed among high school media specialists, who seem to think the district is less favorably disposed than they are.

#25 ITV COORDINATOR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
FULL TIME	8.0	13.0	20.9	12.8	(*8.4)
PART TIME	1.3	13.0	11.6	7.3	
INFORMAL	16.0	13.0	4.7	12.2	
NONE	74.7	60.9	62.8	67.7	
PERSON SPECIALLY TRAINED	33.3	38.9	62.5	43.6	(*10.1)
ITV COORD. CONSULTS WITH TEACHERS	90.0	100.0	100.0	96.2	(*5.9)

About one-third of the schools report having either a full- or part-time ITV coordinator or an informal coordinator. It appears that in most cases the media specialist assumes that role. Only 43.6% of the designated ITV coordinators have had training. But, in the majority of schools (96.2%), either the ITV coordinator or the media specialist are available for consultation with teachers regarding the use of ITV--somehow the job gets done.

#26 CONTACT WITH OUTSIDE ITV PERSONNEL

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
CONTACTED	26.7	43.2	56.8	39.3	(*3.8)
IF YES-					
STAFF VISITED SCHOOL					
DISTRICT	6.3	11.1	39.1	21.1	(*5.4)
STATE	12.5	0.0	18.8	11.8	(*5.6)
PROVIDE IN-SERVICE					
DISTRICT	18.8	11.1	26.1	19.3	(*5.3)
STATE	62.5	20.0	18.8	29.4	(*7.9)
PROVIDED MATERIALS					
DISTRICT	81.3	83.3	87.0	84.2	(*4.9)
STATE	62.5	70.0	87.5	76.5	(*7.4)
PHONE CONTACT					
DISTRICT	31.3	88.9	69.6	64.9	(*6.4)
STATE	12.5	10.0	6.3	8.8	(*4.9)
SERVED ON COMM.					
DISTRICT	0.0	0.0	13.0	5.3	(*3.0)
STATE	0.0	0.0	6.3	2.9	(*2.9)
OTHER					
DISTRICT	12.5	11.1	13.0	12.3	(*4.4)
STATE	37.5	10.0	0.0	11.8	(*5.6)

Responses to this item can be misleading if not reviewed carefully. At the elementary level, for instance, almost three times as many people did not have contact as did with either district or state ITV people. The data on the nature of the contact appears positive. But it should be considered that in many cases only one or two respondents indicated they had a particular contact. This occurs as a result of using percent as a measure and having only a few respondents eligible for a particular item. A case in point: only twelve media specialists reported that their school was visited by a district ITV representative and only four said they had had a visit from state ITV personnel.

For the most part (excluding newsletters, guides, etc.) more contact was made at the high school level. Only high school media specialists, and then only four, at that, reported serving on an ITV committee at the district (3) or state (1) level.

#27 ITV SCHEDULE BOOK DISTRIBUTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GIVEN TO ALL	58.4	27.7	32.6	43.1	(*12.8)
GIVEN ON REQUEST	11.7	19.1	20.9	16.2	
NOT PROVIDED	2.6	2.1	0.0	1.8	
COPIES IN SCHOOL	15.6	42.6	37.2	28.7	
DON'T KNOW	3.9	2.1	2.3	3.0	
MORE THAN ONE WAY	7.8	6.4	7.0	7.2	

The distribution pattern of schedules reported by media specialists is consistent with the one teachers expressed except that media specialists are more confident these items get to the teachers than the teachers are. Again, the primary form of distribution, particularly in the elementary schools, appears to be that all teachers receive the schedules. The second most likely occurrance is that multiple copies are kept in some central location like the media center.

#28 TEACHER GUIDE DISTRIBUTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GIVEN TO ALL	22.1	6.4	4.8	13.3	(*11.6)
GIVEN ON REQUEST	49.4	42.6	38.1	44.6	
NOT PROVIDED	1.3	2.1	4.8	2.4	
COPIES IN SCHOOL	18.2	29.8	35.7	25.9	
DON'T KNOW	3.9	6.4	4.8	4.8	
MORE THAN ONE WAY	5.2	12.8	11.9	9.0	

In contrast to the ITV schedules, ITV program guides seem to be either distributed to teachers on request or kept in multiple copies in some central location. Elementary school teachers, according to their media specialists, are the most likely to receive copies of guides whether they request them or not.

UTILIZATION OF ITV

#29 WHO INFORMS TEACHERS ABOUT ITV?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
MEDIA SPECIALIST	83.3	87.2	86.4	85.2	(*2.7)
ITV COORDINATOR	15.4	12.8	20.5	16.0	(*2.8)
ANOTHER TEACHER	15.4	10.6	18.2	14.8	(*2.7)
PRINCIPAL	12.8	10.6	2.3	9.5	(*2.3)
ITV--STATE	14.1	4.3	15.9	11.8	(*2.5)
LOCAL TV STATION	0.0	4.3	2.3	1.8	(*1.0)
NO ONE	12.8	6.4	2.3	8.3	(*2.1)

There is no question about the fact that media specialists believe that they are the ones who usually inform the teachers about ITV programs or about how to make use of those programs -- 85.2% think so. This contrasts markedly with teacher perceptions. Teachers give much of the credit for keeping informed to other teachers. Three in eight teachers say that they "sometimes" or "often" get ideas from other teachers. No other source of ITV information, including the guides, was consulted as frequently.

#30 MEDIA SPECIALIST'S SUGGESTIONS ABOUT ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	17.9	42.6	34.1	29.0	(*6.4)
SOMETIMES	50.0	46.8	47.7	48.5	
RARELY	21.8	10.6	13.6	16.6	
NEVER	10.3	0.0	4.5	5.9	

In terms of the frequency of advice given to teachers, 29.0% of the media specialists say they "often," either formally or informally, tell teachers about programs worth watching or ways to use ITV. Another 48.5% say they "sometimes" provide advice. This observation on their part is consistent with their other observation that, in the main, they encourage ITV use but leave that use up to the discretion of the teacher. It is difficult without further inquiry to imply more than that media specialists are generally more reactive than proactive regarding ITV. The fact that one in five estimates that he/she rarely, if ever, provides ITV suggestions to teachers is reason enough to suggest the need for further inquiry.

#31 GENERAL ATTITUDE TOWARDS ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
SUBJECT SPECIALISTS					
FAVOR	63.3	51.3	48.8	53.6	(*5.0)
NEUTRAL	33.3	48.7	51.2	45.5	
AGAINST	3.3	0.0	0.0	0.9	
TEACHERS					
FAVOR	73.6	47.7	51.2	60.4	(*4.1)
NEUTRAL	23.6	52.3	48.8	38.4	
AGAINST	2.8	0.0	0.0	1.3	
PRINCIPAL					
FAVOR	68.6	70.5	57.1	66.0	(*4.4)
NEUTRAL	27.1	27.3	40.5	30.8	
AGAINST	4.3	2.3	2.4	3.2	
OTHER SPECIALISTS					
FAVOR	63.8	40.5	44.7	50.8	(*4.8)
NEUTRAL	34.0	56.8	55.3	47.5	
AGAINST	2.1	2.7	0.0	1.6	
PARENTS					
FAVOR	34.4	23.3	23.1	28.0	(*3.9)
NEUTRAL	63.9	76.7	76.9	71.3	
AGAINST	1.6	0.0	0.0	0.7	
STUDENTS					
FAVOR	81.8	74.4	57.5	73.2	(*3.6)
NEUTRAL	18.2	25.6	42.5	26.8	
AGAINST	0.0	0.0	0.0	0.0	
TEACHER ORGANIZATION					
FAVOR	55.6	31.7	35.9	42.5	(*4.5)
NEUTRAL	42.6	68.3	61.5	56.0	
AGAINST	1.9	0.0	2.6	1.5	

Although media specialists consider teachers to be more-or-less favorable toward ITV, they think that teacher's organizations tend to be neutral, an observation which seems to be more negative than positive. It is also interesting to note that students are considered the most positively disposed toward ITV of all groups and yet overall use of ITV seems to relatively modest. Do the opinions of other constituencies, parents or teacher organizations, for example, play a more important role in influencing use?

#32 INAPPROPRIATE USE OF ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
USED ITV TOO MUCH					
YES	15.1	4.4	7.1	10.0	(*3.0)
NO	78.1	88.9	92.9	85.0	
NOT SURE	6.8	6.7	0.0	5.0	
USED INAPPROPRIATELY					
YES	11.3	13.0	11.9	11.9	(*3.7)
NO	77.5	73.9	83.3	78.0	
NOT SURE	11.3	13.0	4.8	10.1	

The majority of media specialists consider teacher use of ITV to be moderate and appropriate. At the elementary school level the largest incidence of over-use is reported (15.1%). Inappropriate program selection is rated consistently across levels. Only about 12% of the schools, according to the media specialists, had at least one teacher who selected programs inappropriately.

#33 MAXIMUM APPROPRIATE AMOUNT OF ITV PER WEEK

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
FIFTEEN MIN.	0.0	4.3	0.0	1.2	(*14.7)
THIRTY MIN.	17.3	23.9	9.5	17.2	
ONE HOUR	32.0	21.7	33.3	29.4	
ONE & ONE HALF HR.	21.3	10.9	16.7	17.2	
TWO TO FOUR HRS.	12.0	6.5	4.8	8.6	
FIVE OR MORE HRS.	0.0	0.0	0.0	0.0	
NO SET LIMIT	17.3	32.6	35.7	26.4	

Elementary school media specialists appear more inclined to set maximum viewing limits than their upper level colleagues. Their perceived limit clusters in the one hour range. At the upper levels, if limits are set, the limit is most likely to be one hour. The preference for junior or senior high people is more likely to leave time limits to the teacher.

YOUR PREPARATION FOR THE USE OF ITV

#35 GENERAL OR SPECIFIC TRAINING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
HAD ITV TRAINING	42.1	55.3	62.8	51.2	(*3.9)
IF YES-					
COLLEGE COURSE	45.7	46.2	55.6	48.9	(*5.4)
DISTRICT IN-SERVICE	42.9	42.3	51.9	45.5	(*5.3)
TV IN-SERVICE	11.4	11.5	7.4	10.2	(*3.2)
WKSHOP-TV STATION	0.0	3.8	0.0	1.1	(*1.1)
WKSHOP-STATE ITV	28.6	23.1	18.5	23.9	(*4.6)
WKSHOP-PROF MEETING	45.7	57.7	37.0	46.6	(*5.3)

As with teachers, the most likely ITV training experience for media specialists is reported to be a college course (48.9%). However, far more media specialists (45.5% vs. 16.9%) have had the opportunity to participate in a district level ITV in-service experience. The media specialists who have had training do not seem to be using their experience to implement and conduct training sessions for the teachers.

#36 RECENT TRAINING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
WITHIN THREE YEARS	42.5	29.0	43.8	38.8	(*4.8)

Less than half of the media specialists have had recent training experience in ITV. In addition, the junior high/middle school group appears to be the most neglected. Since there are a large number of new and appropriate programs aimed at junior high school students, this lack of recent training would seem to be a problem.

REACTIONS TO INSTRUCTIONAL TELEVISION

#37 REACTIONS TO USE OF ITV

A. Teachers in my school are using more ITV than they have in the past 3 years.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	29.2	38.6	45.0	35.9	(*7.9)
NEITHER	31.9	18.2	25.0	26.3	
DISAGREE	29.2	36.4	22.5	29.5	
NA	9.7	6.8	7.5	8.3	

B. ITV causes many scheduling and administrative problems.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	28.4	26.7	26.8	27.5	(*7.5)
NEITHER	27.0	22.2	17.1	23.1	
DISAGREE	39.2	46.7	43.9	42.5	
NA	5.4	4.4	12.2	6.9	

C. ITV is a useful teaching tool.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	91.8	93.2	95.2	93.1	(*3.5)
NEITHER	6.8	2.3	2.4	4.4	
DISAGREE	1.4	2.3	0.0	1.3	
NA	0.0	2.3	2.4	1.3	

D. Teachers don't make enough use of ITV.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	61.1	73.8	59.5	64.1	(*6.1)
NEITHER	27.8	16.7	31.0	25.6	
DISAGREE	11.1	2.4	4.8	7.1	
NA	0.0	7.1	4.8	3.2	

E. If teachers in my school used ITV too much there would be comments.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	31.0	48.8	35.0	37.0	(*8.3)
NEITHER	35.2	23.3	37.5	32.5	
DISAGREE	19.7	14.0	20.0	18.2	
NA	14.1	14.0	7.5	12.3	

F. Some parents express concerns about the amount of ITV watched in the classroom.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	5.5	4.7	5.0	5.1	(*6.3)
NEITHER	34.2	18.6	20.0	26.3	
DISAGREE	43.8	60.5	50.0	50.0	
NA	16.4	16.3	25.0	18.6	

G. Our emphasis on basic education goals makes ITV a frill.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	8.5	8.9	5.0	7.7	(*5.7)
NEITHER	25.4	13.3	27.5	22.4	
DISAGREE	60.6	73.3	57.5	63.5	
NA	5.6	4.4	10.0	6.4	

H. I have inquired about ITV opinions of parents in a needs assessment survey.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	0.0	0.0	2.7	0.7	(*6.0)
NEITHER	8.7	9.8	18.9	11.6	
DISAGREE	31.9	41.5	16.2	30.6	
NA	59.4	48.8	62.2	57.1	

I. One of the first things to go in a tight budgetary environment is ITV.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	24.3	27.3	35.0	27.9	(*7.5)
NEITHER	50.0	38.6	32.5	42.2	
DISAGREE	15.7	27.3	20.0	20.1	
NA	10.0	6.8	12.5	9.7	

J. It has become easier over the past 3 years to justify funds for supporting ITV.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	6.9	24.4	10.0	12.7	(*7.0)
NEITHER	52.8	31.1	62.5	49.0	
DISAGREE	23.6	33.3	15.0	24.2	
NA	16.7	11.1	12.5	14.0	

ITV is considered a useful teaching tool by 93.1% of the media specialists surveyed. The majority (64.1%) also feel that teachers do not make enough use of ITV. More than one third (35.9%) would agree that there is a trend toward more use of ITV in the schools even though ITV services are felt to be threatened by a tight budgetary environment.

#38 USES OF ITV.

A. to extend the range of experiences available to students

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	94.7	91.3	93.0	93.3	(*3.1)
NEITHER	3.9	4.3	4.7	4.2	
UNIMPORTANT	1.3	2.2	2.3	1.8	
NA	0.0	2.2	0.0	0.6	

B. to present new materials

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	83.1	75.6	76.7	79.2	(*4.7)
NEITHER	11.3	20.0	18.6	15.7	
UNIMPORTANT	4.2	2.2	4.7	3.8	
NA	1.4	2.2	0.0	1.3	

C. to provide different approaches for presenting material

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	93.3	90.9	92.7	92.5	(*3.1)
NEITHER	5.3	6.8	4.9	5.6	
UNIMPORTANT	1.3	0.0	2.4	1.3	
NA	0.0	2.3	0.0	0.6	

D. to reinforce material taught in other lessons

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	86.3	79.1	82.9	83.4	(*3.9)
NEITHER	13.7	14.0	14.6	14.0	
UNIMPORTANT	0.0	4.7	2.4	1.9	
NA	0.0	2.3	0.0	0.6	

E. to bring new resources and/or persons into the classroom

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	95.9	95.6	86.0	93.2	(*2.8)
NEITHER	2.7	2.2	14.0	5.6	
UNIMPORTANT	1.4	0.0	0.0	0.6	
NA	0.0	2.2	0.0	0.6	

F. to motivate students' interest in a subject

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	94.5	85.4	88.1	90.4	(*3.1)
NEITHER	4.1	12.2	11.9	8.3	
UNIMPORTANT	1.4	0.0	0.0	0.6	
NA	0.0	2.4	0.0	0.6	

G. to lighten the teaching load

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	13.7	4.5	9.8	10.1	(*6.5)
NEITHER	30.1	29.5	34.1	31.0	
UNIMPORTANT	45.2	50.0	48.8	47.5	
NA	11.0	15.9	7.3	11.4	

H. to allow teacher to observe students

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	29.2	15.9	21.4	23.4	(*7.2)
NEITHER	25.0	45.5	47.6	36.7	
UNIMPORTANT	37.5	31.8	23.8	32.3	
NA	8.3	6.8	7.1	7.6	

I. to allow teacher and/or students a brief time to relax

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	9.1	2.3	7.1	6.6	(*5.9)
NEITHER	22.7	25.0	38.1	27.6	
UNIMPORTANT	54.5	65.9	50.0	56.6	
NA	13.6	6.8	4.8	9.2	

J. to permit individualization of instruction

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	48.6	48.8	74.4	55.8	(*8.0)
NEITHER	27.1	25.6	18.6	24.4	
UNIMPORTANT	11.4	11.6	4.7	9.6	
NA	12.9	14.0	2.3	10.3	

K. to present subject matter where there is not a special teacher (e.g. foreign language)

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	61.1	41.9	45.2	51.6	(*9.3)
NEITHER	19.4	9.3	19.0	16.6	
UNIMPORTANT	8.3	30.2	9.5	14.6	
NA	11.1	18.6	26.2	17.2	

L. to serve as a suitable teaching alternative in emergency situations

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	10.0	13.6	14.3	12.2	(*7.2)
NEITHER	21.4	20.5	26.2	22.4	
UNIMPORTANT	51.4	47.7	42.9	48.1	
NA	17.1	18.2	16.7	17.3	

M. to cover essential learning skills

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	38.9	46.5	57.1	45.9	(*7.5)
NEITHER	34.7	27.9	28.6	31.2	
UNIMPORTANT	18.1	18.6	9.5	15.9	
NA	8.3	7.0	4.8	7.0	

The most important functions served by ITV, according to media specialists, are likely to be that it extends the range of experiences available to students and brings new resources or people into the classroom. Most media specialists (92.5%) also feel that

ITV provides different approaches for presenting material in the classroom. It is also viewed by 90.4% of respondents as capable of motivating student interest.

#39 VARIOUS ASPECTS OF ITV

A. ITV shows great possibilities for stimulating teacher creativity.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	65.8	63.6	56.1	62.7	(*5.9)
NEITHER	23.3	27.3	39.0	28.5	
DISAGREE	6.8	6.8	2.4	5.7	
NA	4.1	2.3	2.4	3.2	

B. Teachers, when using instructional television, lose some of their importance in the classroom setting.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	2.8	2.3	9.3	4.4	(*4.2)
NEITHER	13.9	11.4	23.3	15.7	
DISAGREE	83.3	84.1	67.4	79.2	
NA	0.0	2.3	0.0	0.6	

C. The personal relationship between student and teacher is lost when instructional television is used.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	12.5	4.5	9.3	9.4	(*5.4)
NEITHER	11.1	13.6	23.3	15.1	
DISAGREE	73.6	77.3	65.1	72.3	
NA	2.8	4.5	2.3	3.1	

D. The development of more new instructional television programs is a waste of time.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	2.8	2.3	0.0	1.9	(*3.3)
NEITHER	11.1	6.8	11.9	10.1	
DISAGREE	86.1	88.6	88.1	87.3	
NA	0.0	2.3	0.0	0.6	

E. Wider use of instructional television is needed.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	53.4	58.1	61.9	57.0	(*5.4)
NEITHER	32.9	37.2	33.3	34.2	
DISAGREE	13.7	2.3	4.8	8.2	
NA	0.0	2.3	0.0	0.6	

F. The use of instructional television makes any subject matter more interesting.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	52.7	44.2	53.5	50.6	(*5.8)
NEITHER	37.8	32.6	32.6	35.0	
DISAGREE	9.5	20.9	14.0	13.7	
NA	0.0	2.3	0.0	0.6	

G. Instructional television should inspire students to greater curiosity and learning.

	FLEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	82.2	81.8	83.7	82.5	(*3.6)
NEITHER	17.8	13.6	16.3	16.2	
DISAGREE	0.0	2.3	0.0	0.6	
NA	0.0	2.3	0.0	0.6	

H. Instructional television is all right but I feel it has been overemphasized.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	2.7	6.8	2.3	3.8	(*1.6)
NEITHER	39.7	29.5	37.2	36.2	
DISAGREE	57.5	61.4	60.5	59.4	
NA	0.0	2.3	0.0	0.6	

I. Children watch enough television at home; they don't need to watch more in school.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	4.1	2.3	0.0	2.5	(*4.3)
NEITHER	18.9	27.3	23.3	22.4	
DISAGREE	73.0	65.9	76.7	72.0	
NA	4.1	4.5	0.0	3.1	

Over 80% of the media specialists think instructional television inspires student curiosity. Fewer (62.7%) agree that ITV also has

the power to stimulate teacher creativity. Fifty-seven percent would like to see wider use made of the television medium.

CONCLUSION

Media specialists tend to be supportive of ITV. They see themselves as encouraging ITV use, as informing teachers of its potential, and as disseminating schedules, guides and suggestions about ITV offerings. All of this is done in the context of their overall function. They see a slight rise in ITV use although they also predict continued or increased pressure on supporting funds.

P R I N C I P A L S

INTRODUCTION

One hundred sixty-eight principals (84%) returned valid questionnaires. As the major contributor to school climate, the principal's opinions on the use of instructional television is extremely important. The high response rate is gratifying.

#2 GRADES TAUGHT

Eighty-one elementary principals, forty junior high or middle school principals, and forty-seven senior high school principals responded to this survey.

#9 EXPERIENCE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
PRINCIPAL AT PRESENT SCHOOL					
1 YEAR	21.0	12.5	12.8	16.7	(*9.4)
2-3 YEARS	30.9	35.0	27.7	31.0	
4-6 YEARS	22.2	32.5	31.9	27.4	
7-9 YEARS	18.5	7.5	12.8	14.3	
10+ YEARS	7.4	12.5	14.9	10.7	
EDUCATOR					
1 YEAR	0.0	0.0	0.0	0.0	(*0.6)
2-3 YEARS	0.0	0.0	0.0	0.0	
4-6 YEARS	0.0	0.0	0.0	0.0	
7-9 YEARS	1.3	0.0	0.0	0.6	
10+ YEARS	98.7	100.0	100.0	99.4	

Principals in Maryland have a considerable amount of experience in schools. Only one elementary principal reported having less than ten years experience (he/she had 7-9 years in the schools) as an educator. However, they have much less experience as principals. About half of the respondents report having three or less years, the others report having four or more years. Only one in ten have ten or more years.

AVAILABILITY OF INSTRUCTIONAL TELEVISION

#10 AVAILABILITY OF PROGRAMMING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AVAILABLE	98.7	89.7	95.7	95.8	(*1.6)

Some form of ITV programming, either broadcast or videotape, is available in 95.5% of the schools, according to principals. Their estimates corroborate those of media specialists, leaving teachers with the lowest estimate of availabilty. This is particularly the case at the senior high level, where about 96% of principals and media specialists report program availability, compared to 73% of teachers.

#12 NUMBER OF CLASSROOM TEACHERS USING ITV

The number of teachers regularly using ITV in their school is estimated by principals as being anywhere from zero (27.3 percent) to forty (0.6 percent). Most principals (60 percent) believe that five of fewer teachers in their school are regular ITV users.

#13 TV MEDIA AVAILABLE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
DIRECT ON-AIR	90.7	86.5	83.3	87.7	(*2.7)
CASSETTE/VIDEOTAPE	44.0	83.8	92.9	66.9	(*3.8)
CABLE TV	8.0	16.2	9.5	10.4	(*2.5)
VIDEODISC	1.3	2.7	0.0	1.3	(*0.9)
CLOSED CIRCUIT	28.0	24.3	52.4	33.8	(*3.8)
DON'T KNOW	1.3	0.0	0.0	0.6	(*0.6)

#14 QUALITY OF TELEVISION RECEPTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GOOD	66.2	76.9	57.1	66.5	(*4.9)
FAIR	28.6	15.4	33.3	26.6	
POOR	5.2	7.7	9.5	7.0	

The principals' assessment of format availability and reception quality is consistent with media specialists' assessment.

#15 LOCATION OF TELEVISION SETS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IN CLASSROOM	56.6	23.7	19.0	38.5	(*12.1)
IN CENTRAL LOC.	26.3	26.3	16.7	23.7	
AUDITORIUM	2.6	0.0	4.8	2.6	
MEDIA CENTER	7.9	26.3	42.9	21.8	
MORE THAN ONE OR OTHER	6.6	23.7	16.7	13.5	

Elementary principals reinforce the notion that TV sets are generally kept in the classroom at the elementary school level. They seem to be more inclined to the opinion that the classroom has, rather than doesn't have, a TV set than the media specialists or teachers. A reverse discrpeancy is apparent at the junior or senior high level. The principals tend to underestimate (compared to the teachers) the use made of the media center as a TV location.

#16 ARRANGEMENTS FOR TV USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
STUDENTS TO TV	2.6	2.6	7.1	3.8	(*6.8)
SETS TO STUDENTS	37.7	52.6	42.9	42.7	
ONE OR OTHER	23.4	34.2	42.9	31.2	
SETS IN CLASSROOM	36.4	10.5	7.1	22.3	

Some across-the-board inconsistency occurs in response to this item. On the one hand, 38.5% of the principals report that sets are in the classrooms, on the other, only 22.3% report that the classroom sets are used. More then 40% of the principals figure that the most likely arrangement for viewing is that sets are brought to the classroom. When comparing this item, it is clear that slightly different perceptions exist across groups. This may indicate that the latter two groups aren't really aware of how teachers use ITV. At the junior high/middle school level this difference in perception seems even more marked and will be further discussed in related sections of this report.

#17 HOW OFTEN ARE SETS IN GOOD REPAIR?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
ALWAYS	34.2	30.8	26.2	31.2	(*5.3)
MOST OF THE TIME	57.9	61.5	66.7	61.1	
SOME OF THE TIME	5.3	2.6	4.8	4.5	
SELDOM	2.6	5.1	2.4	3.2	

Over 90% of the principals consider that their school's TV sets

are kept in good repair most of the time or always. Media specialists and teachers in this survey would concur. It would seem, therefore, that set repair is not a major problem. That is not to suggest that set condition won't become a problem, as equipment gets older and replacement equipment gets harder to purchase, nor does it speak to the condition of related equipment such as video recorders, which are essential for broader ITV use. TV set condition and repair is definitely something which must be addressed regularly and must be considered in long-range contingency planning.

#18 USE OF LOCAL OR STATE VIDEOTAPE LIBRARY

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
YES	31.8	42.1	66.7	43.3	(*4.3)

Principals appear to be aware of the use of district, regional or state videotape libraries. At least their estimates of use are consistent with media specialists' estimates.

#19 REPAIR POLICY

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
REPAIRED IN BLDG	3.9	5.1	2.4	3.8	(*5.6)
CENTRAL REP. SHOP	60.5	64.1	88.1	68.8	
HIRE REPAIRMAN	30.3	28.2	7.1	23.6	
NO POLICY	0.0	2.6	0.0	0.6	
OTHER	5.3	0.0	2.4	3.2	

Again, at the junior high/middle school level there is a disagreement, albeit modest, between the principals' perceptions of repair policy and the media specialists' perceptions. More than 70% of the media specialists report they send equipment to a central repair shop of the district. That figure compares with 64% for principals. More principals think a local repair person in used.

#20 TV RELATED SERVICES

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
EARPHONES	29.4	26.7	34.2	30.3	(*4.2)
EASY (DIAL) ACCESS	39.2	50.0	21.2	36.1	(*4.4)
TV STUDIO	7.8	23.3	28.9	18.5	(*3.6)
TAPE LIB/SCHOOL	19.6	56.7	57.9	41.2	(*4.5)
TAPE LIB/DISTRICT	62.7	60.0	78.9	67.2	(*4.3)
OTHER	3.9	6.7	5.3	5.0	(*2.0)

Principals, for the most part, are either better informed or have higher and unjustified expectations regarding the availability of videotape collections than either media specialists or teachers. This is especially true when comparing principals and teachers with regard to the district videotape library. For example, more than three times as many principals report one exists. The possible lack of awareness on the part of the teachers suggests the likelihood that resources such as the videotape library and the TV studio are being under-utilized.

Another example, at least at the elementary level, involves the television studio. Teachers (6.6%), principals (7.8%) and media specialists (14.9%) have substantially different impressions as to the availability of a TV studio. There is the possibility that these differences are the result of different interpretations of the term "studio." Even if so, media specialists are more likely to consider that television programs can be produced with the school's equipment.

#21 USE OF VIDEOTAPE RECORDERS

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
USE	36.4	71.8	80.0	56.4	(*4.0)

#19 IS SOMEONE AVAILABLE TO VIDEOTAPE?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
PERSON AVAILABLE	39.6	82.4	78.4	62.9	(*4.4)

Principals agree with media specialists about the degree to which ITV lessons are recorded off-air and played back. Again, it is interesting to note the rather modest use of videotaped programming at the elementary school level. Upper level schools report about twice as much use.

#23 ARE PROGRAMS PRODUCED IN THE SCHOOL?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
PROGRAMS PRODUCED	44.0	57.9	61.5	52.0	(*4.1)
TO WHAT END:					
INSTRUCTIONAL USE	57.6	82.6	80.0	71.6	(*5.0)
ADMINISTRATIVE USE	18.2	8.7	8.0	12.3	(*5.7)
IN-SERVICE	18.2	52.2	28.0	30.9	(*5.2)
STUDENT EXPERIENCE	72.7	78.3	72.0	74.1	(*4.9)
TEACHER FEEDBACK	27.3	43.5	40.0	35.8	(*5.4)
STUDENT FEEDBACK	72.2	78.3	96.0	81.5	(*4.3)
OTHER	9.1	0.0	8.0	6.2	(*2.7)

It is possible that more original programming is occurring in junior and senior high schools than the principals are aware of. Fewer principals (57.9% and 61.5%) at these levels report programming than media specialists (70.5% and 80.0%). Since media specialists are more likely to be directly involved in such programming, and, as a result, be more accurate in their assessments of this activity, their impressions can be more heavily relied upon than the principals'.

However, with one notable exception, perceptions of the nature of these programs are very consistent between media specialists and principals. The one exception occurs at the junior high/middle school level. Here, more than half of the principals feel that original programming is being produced for in-service training purposes. The media specialists do not agree. Only 16.1% of junior high/middle school media specialists see in-service as an actual use of locally produced video. One wonders if this is a unique example of differing perceptions regarding in-service training or does it represent a pattern? Data in this study are not sufficient to provide an answer to this question.

SUPPORT OF ITV

#24 PRINCIPAL'S ATTITUDES TOWARDS ITV USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
STRONGLY ENCOURAGE	11.1	10.3	11.4	11.0	(*4.2)
ENC. BUT LEAVE TO TEACHER DISCRETION	69.1	76.9	65.9	70.1	
NEITHER ENC. NOR DISCOURAGE	19.8	12.8	22.7	18.9	
DISC. BUT LEAVE TO TEACHER DISCRETION	0.0	0.0	0.0	0.0	
STRONGLY DISC.	0.0	0.0	0.0	0.0	

Generally speaking, principals see themselves as encouraging the use of ITV but leaving that use up to the discretion of the individual teachers. The neutral attitude of about one in five principals does call into question, however, the potential effect of advocacy. When combined with the question of how "encourage but leave to the discretion of the teacher" should be interpreted there is room to speculate that strong or regular encouragement to use ITV is not the norm of principals' behavior. Not that it should necessarily be, but such advocacy certainly could be hypothesized to affect ITV use.

Teachers see principals' attitudes regarding ITV as much more negative, especially at the high school level. Almost two-thirds of the teachers say that the principal is neutral (61.1%) or inclined toward discouraging use (3.3%). This is a potentially significant difference of opinion.

#25 DISTRICT ATTITUDE TOWARD ITV USE

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
STRONGLY ENCOURAGE	11.1	10.3	8.9	10.3	(*4.3)
ENC. BUT LEAVE TO TEACHER DISCRETION	63.0	74.4	71.1	67.9	
NEITHER ENC. NOR DISCOURAGE	25.9	15.4	20.0	21.8	
DISC. BUT LEAVE TO TEACHER DISCRETION	0.0	0.0	0.0	0.0	
STRONGLY DISC.	0.0	0.0	0.0	0.0	

District attitudes toward ITV are perceived by principals to be very similar to their own attitudes.

#26 ITV COORDINATOR

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
FULL TIME	33.3	35.0	17.8	29.5	(*9.0)
PART TIME	13.6	12.5	22.2	15.7	
INFORMAL	32.1	30.0	28.9	30.7	
NONE	21.0	22.5	31.1	24.1	
PERSON SPECIALLY TRAINED	78.3	80.6	83.9	80.3	(*3.6)
ITV COORD. CONSULTS WITH TEACHERS	89.7	100.0	89.7	92.4	(2.5)

Principals, in general agreement with teachers, say there is an ITV coordinator in their school. Only 24.1% report otherwise. The media specialists, on the other hand, are not nearly as likely to recognize a school ITV coordinator. About 68% say there is no such person. What accounts for the difference of opinion? In all likelihood it may relate more directly to the way media specialists perceive their own roles; they may be less likely to associate themselves with the ITV coordinator function than teachers and principals are to ascribe it to them.

Where there is an ITV coordinator the principals obviously consider him/her well trained. They also see these coordinators as being readily available for consultation with teachers.

#27 CONTACT WITH OUTSIDE ITV PERSONNEL

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
CONTACTED	27.8	24.3	23.9	25.9	(*3.5)
IF YES-					
STAFF VISITED SCHOOL					
DISTRICT	58.8	42.9	66.7	57.6	(*8.8)
STATE	13.3	50.0	50.0	28.0	(*9.2)
PROVIDE IN-SERVICE					
DISTRICT	35.3	14.3	44.4	33.3	(*8.3)
STATE	33.3	25.0	50.0	36.0	(*9.8)
PROVIDED MATERIALS					
DISTRICT	70.6	71.4	55.6	66.7	(*8.3)
STATE	73.3	75.0	50.0	68.0	(*9.5)
PHONE CONTACT					
DISTRICT	29.4	57.1	55.6	42.4	(*8.7)
STATE	13.3	25.0	0.0	12.0	(*6.6)
SERVED ON COMM.					
DISTRICT	11.8	14.3	0.0	9.1	(*5.1)
STATE	6.7	0.0	0.0	4.0	(*4.0)
OTHER					
DISTRICT	5.9	0.0	0.0	3.0	(*3.0)
STATE	6.7	0.0	0.0	4.0	(*4.0)

Only about one in four principals had any contact during 1980-1981 with either district or state ITV personnel. District contact amounts to 17 elementary, 7 junior/middle school and 9 senior high school principals, or a total of 33 principals. State contact from the ITV division is slightly less: 15 elementary, 4 junior/middle and 6 high school principals, or 25 principals in total. Consequently, the percentages reported in the table with regard to the nature of that contact, represent small absolute frequencies. Nineteen principals, for example, reported that district ITV personnel visited their schools while only seven principals had a school visit from the state ITV staff.

The most likely contact with the schools was in the form of newsletters, guides, or other publicity. The low numbers here are probably not reflective of reality since many people might not readily perceive that as "contact." Certainly the number of educators who responded to items about the guides and schedule books reflects this contradiction.

Nevertheless, contact between the district and state ITV personnel during 1980-1981 does not appear to have been regular. Input from principals through mechanisms such as advisory committees

also does not appear to be widespread, in fact only four principals said they served on such committees.

#28 TEACHER GUIDE DISTRIBUTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GIVEN TO ALL	41.8	20.5	10.9	28.0	(*10.9)
GIVEN ON REQUEST	25.3	12.8	30.4	23.8	
NOT PROVIDED	1.3	5.1	6.5	3.7	
COPIES IN SCHOOL	29.1	53.8	47.8	40.2	
DON'T KNOW	0.0	5.1	4.3	2.4	
MORE THAN ONE WAY	2.5	2.6	0.0	1.8	

Principals are more likely to think that guides are distributed to all teachers than media specialists are. In most cases, media specialists distribute the guides, and they report guides are typically given on request. It appears, then, that in many cases when principals think all teachers are getting guides this is not, in fact, the case. This is more apt to happen in elementary schools because at that level a higher percentage of teachers are typically expected to receive guides. At junior and senior levels keeping multiple copies and/or giving copies to teachers on request seems to be the normal pattern.

#29 ITV SCHEDULE BOOK DISTRIBUTION

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
GIVEN TO ALL	53.7	25.6	15.6	36.6	(*11.2)
GIVEN ON REQUEST	12.5	17.9	26.7	17.7	
NOT PROVIDED	2.5	2.6	4.4	3.0	
COPIES IN SCHOOL	28.7	48.7	44.4	37.8	
DON'T KNOW	1.3	5.1	8.9	4.3	
MORE THAN ONE WAY	1.3	0.0	0.0	0.6	

Schedule books are distributed about the same way guides are according to the principals. The only difference may be a slightly greater tendency to provide personal copies to all teachers regardless of whether they request them or not.

#30 HOW OFTEN DOES PRINCIPAL OFFER SUGGESTIONS?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
OFTEN	8.8	2.5	7.0	6.7	(*5.4)
SOMETIMES	51.2	55.0	53.5	52.8	
RARELY	37.5	32.5	34.9	35.6	
NEVER	2.5	10.0	4.7	4.9	

About one-half of the principals surveyed say that they sometimes suggest programs to watch, or ways to use ITV, to their teachers. Suggestions are made either formally or informally. Only a few (6.7%) see themselves making suggestions frequently. At the other end of the scale, 4.9% report never doing so. The most interesting group, from the ITV service development viewpoint, is the remaining group, the 35.6% who consider that they do make suggestions, but only rarely. That suggests that about three in every eight principals seldom make recommendations to teachers about ITV and yet, it seems an important component of "encouraging use." 81% of the principals say that they do, in fact, encourage use.

#31 WHO INFORMS TEACHERS ABOUT ITV?

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
DISTRICT ITV COORD	15.2	18.4	17.4	16.6	(*2.9)
ITV--STATE	17.7	15.8	21.7	18.4	(*3.0)
LOCAL TV STATION	3.8	13.2	19.6	10.4	(*2.4)
PRINCIPAL	32.9	21.1	34.8	30.7	(*3.6)
MEDIA SPECIALIST	69.6	86.8	71.7	74.2	(*3.4)
ANOTHER TEACHER	24.1	23.7	23.9	23.9	(*3.4)
NO ONE	7.6	7.9	4.3	6.7	(*2.0)

Principals concur with media specialists' assessment: the media specialist is the one who is most apt to inform teachers about ITV programs or series which might be particularly useful. Teachers, it may be recalled, tend to attribute their ITV information to other teachers. The differences are not great, but they should be considered. Subtle differences in question phraseology might attribute to the different assessments. The media specialists would seem to be in an ideal position to convey information about the usefulness of ITV. Media specialists report that they do convey this information. Principals seem to expect this from media specialists as part of their role.

#32 GENERAL ATTITUDE TOWARDS ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
SUBJECT SPECIALISTS					
FAVOR	54.1	60.0	53.8	55.9	(*4.9)
NEUTRAL	45.9	37.1	46.2	43.2	
AGAINST	0.0	2.9	0.0	0.9	
TEACHERS					
FAVOR	74.0	57.9	37.2	60.1	(*4.0)
NEUTRAL	26.0	39.5	62.8	39.2	
AGAINST	0.0	2.6	0.0	0.6	
MEDIA SPECIALIST					
FAVOR	86.3	78.9	71.4	80.4	(*3.2)
NEUTRAL	13.7	21.1	28.6	19.6	
AGAINST	0.0	0.0	0.0	0.0	
OTHER SPECIALISTS					
FAVOR	43.1	51.4	38.5	44.0	(*4.7)
NEUTRAL	56.9	42.9	61.5	54.4	
AGAINST	0.0	5.7	0.0	1.6	
PARENTS					
FAVOR	37.1	30.3	26.8	32.6	(*4.0)
NEUTRAL	62.9	66.7	73.2	66.7	
AGAINST	0.0	3.0	0.0	0.7	
STUDENTS					
FAVOR	66.2	57.1	45.5	58.0	(*4.0)
NEUTRAL	33.8	42.9	54.5	42.0	
AGAINST	0.0	0.0	0.0	0.0	
TEACHER ORGANIZATION					
FAVOR	39.3	31.3	31.7	35.1	(*4.1)
NEUTRAL	60.7	68.8	68.3	64.9	
AGAINST	0.0	0.0	0.0	0.0	

In the principals' view the educators, parents and students associated with their schools have a favorable, or at the least neutral, attitude toward ITV use. Fewer high school principals seem to consider the various groups cited as favoring ITV then do their elementary and junior/middle school counterparts.

#33 INAPPROPRIATE USE OF ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
USED ITV TOO MUCH	19.5	12.8	0.0	12.4	(*3.2)
INAPPROPRIATE USE	22.4	10.3	2.3	13.8	(*3.8)

About one in five elementary principals surveyed reported having a teacher in their school who used ITV too frequently. Approximately the same percentage of principals reported they know a teacher at their school who selected programs inappropriately.

#34 MAXIMUM APPROPRIATE AMOUNT OF ITV PER WEEK

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
FIFTEEN MIN.	0.0	2.6	0.0	0.6	(*14.6)
THIRTY MIN.	7.7	10.3	15.2	10.4	
ONE HOUR	32.1	41.0	28.3	33.1	
ONE & ONE HALF HR.	26.9	7.7	6.5	16.6	
TWO TO FOUR HRS.	10.3	5.1	6.5	8.0	
FIVE OR MORE HRS.	1.3	0.0	0.0	0.6	
NO SET LIMIT	21.8	33.3	43.5	30.7	

If principals set a limit on ITV use, and almost 70% did, they tend to think one hour is an appropriate amount of viewing time per week. Among high school principals, however, there appears to be a feeling that limits shouldn't be set; 43.5% of the high school principals report that there should be no set limit for the appropriate amount of ITV per week.

#35 YOUR PREPARATION FOR THE USE OF ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
HAD ITV TRAINING	31.6	13.2	13.0	22.1	(*3.3)
IF YES-					
COLLEGE COURSE	28.0	20.6	33.3	27.8	(*7.6)
DISTRICT IN-SERVICE	40.0	40.0	33.3	38.9	(*8.1)
TV IN-SERVICE	12.0	0.0	33.3	13.9	(*5.8)
WKSHOP-TV STATION	8.0	20.0	16.7	11.1	(*5.3)
WKSHOP-STATE ITV	8.0	20.0	16.7	11.1	(*5.3)
WKSHOP-PROF MEETING	44.0	80.0	16.7	44.4	(*8.4)

A relatively small percentage of the principals (22.1%) surveyed said they had had training in the use of ITV. Of those, most (69.4%) were at the elementary level. The most typical kind of training is either workshops at professional meetings (44.4%) or district level in-service training (38.9%); these account for about three-fifths of all training experiences reported.

#36 RECENT TRAINING

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
WITHIN THREE YEARS	12.5	23.5	4.0	12.2	(*3.5)

Few principals (12.2%) have had a training experience within the last three years.

REACTIONS TO USE OF ITV

#37 PERCEPTIONS OF ITV

A. Teachers in my school are using more ITV now than they have in the past 3 years.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	23.3	50.0	37.8	34.0	(*7.4)
NEITHER	39.7	28.9	26.7	33.3	
DISAGREE	30.1	15.8	31.1	26.9	
NA	6.8	5.3	4.4	5.8	

B. ITV causes many scheduling and administrative problems.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	6.7	5.3	6.7	6.3	(*5.3)
NEITHER	33.3	21.1	22.2	27.2	
DISAGREE	57.3	65.8	66.7	62.0	
NA	2.7	15.8	4.4	4.4	

C. ITV is a useful teaching tool.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	93.5	94.7	90.9	93.1	(*2.3)
NEITHER	5.2	5.3	9.1	6.3	
DISAGREE	1.3	0.0	0.0	0.6	
NA	0.0	0.0	0.0	0.0	

D. Teachers don't make enough use of ITV.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	42.5	54.3	54.5	48.7	(*5.6)
NEITHER	47.9	25.7	45.5	42.1	
DISAGREE	8.2	17.1	0.0	7.9	
NA	1.4	2.9	0.0	1.3	

E. If teachers in my school used ITV too much there would be comments.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	31.0	48.8	35.0	37.0	(*8.3)
NEITHER	35.2	23.3	37.5	32.5	
DISAGREE	19.7	14.0	20.0	18.2	
NA	14.1	14.0	7.5	12.3	

F. Some parents express concerns about the amount of ITV watched in the classroom.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	6.8	13.2	4.5	7.7	(*5.9)
NEITHER	17.6	10.5	25.0	17.9	
DISAGREE	68.9	57.9	61.4	64.1	
NA	6.8	18.4	9.1	10.3	

G. Our emphasis on basic education goals makes ITV a frill.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	2.7	0.0	9.1	3.8	(*4.6)
NEITHER	20.0	5.3	25.0	17.8	
DISAGREE	74.7	84.2	63.6	73.9	
NA	2.7	10.5	2.3	4.5	

H. I have inquired about ITV opinions of parents in a needs assessment survey.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	1.4	0.0	0.0	0.7	(*5.6)
NEITHER	9.9	10.8	11.6	10.6	
DISAGREE	36.6	54.1	53.5	48.7	
NA	52.1	35.1	34.9	43.0	

I. One of the first things to go in a tight budgetary environment is ITV.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	19.2	11.1	36.4	22.2	(*7.2)
NEITHER	37.0	41.7	36.4	37.9	
DISAGREE	37.0	38.9	18.2	32.0	
NA	6.8	8.3	9.1	7.8	

J. It has become easier over the past 3 years to justify funds for supporting ITV.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	9.5	19.4	6.8	11.0	(*6.8)
NEITHER	48.6	44.4	61.4	51.3	
DISAGREE	32.4	16.7	20.5	25.3	
NA	9.5	19.4	11.4	12.3	

#38 USES OF ITV.

A. to extend the range of experiences available to students

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	98.7	97.3	93.2	96.8	(*1.4)
NEITHER	1.3	2.7	6.8	3.2	
UNIMPORTANT	0.0	0.0	0.0	0.0	
NA	0.0	0.0	0.0	0.0	

B. to present new materials

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	72.4	73.0	74.4	73.1	(*4.9)
NEITHER	23.7	27.0	14.0	21.8	
UNIMPORTANT	1.3	0.0	11.6	3.8	
NA	2.6	0.0	0.0	1.3	

C. to provide different approaches for presenting material

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	92.0	91.9	88.6	91.0	(*2.5)
NEITHER	6.7	8.1	11.4	8.3	
UNIMPORTANT	1.3	0.0	0.0	0.6	
NA	0.0	0.0	0.0	0.0	

D. to reinforce material taught in other lessons

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	86.8	88.9	81.4	85.8	(*3.4)
NEITHER	10.5	11.1	16.3	12.3	
UNIMPORTANT	2.6	0.0	2.3	1.9	
NA	0.0	0.0	0.0	0.0	

E. to bring new resources and/or persons into the classroom

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	94.7	91.9	90.7	92.5	(*2.9)
NEITHER	4.0	5.4	9.3	5.8	
UNIMPORTANT	1.3	0.0	0.0	0.6	
NA	0.0	2.7	0.0	0.6	

F. to motivate students' interest in a subject

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	89.2	94.6	78.6	87.6	(*3.9)
NEITHER	8.1	5.4	14.3	9.2	
UNIMPORTANT	2.7	0.0	4.8	2.6	
NA	0.0	0.0	2.4	0.7	

G. to lighten the teaching load

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	5.5	2.7	4.8	4.6	(*5.9)
NEITHER	27.4	29.7	42.9	32.2	
UNIMPORTANT	54.8	51.4	47.6	52.0	
NA	12.3	16.2	4.8	11.2	

H. to allow teacher to observe students

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	15.3	18.9	26.2	19.2	(*7.2)
NEITHER	33.3	35.1	42.9	36.4	
UNIMPORTANT	41.7	35.1	26.2	35.8	
NA	9.7	10.8	4.8	7.6	

I. to allow teacher and/or students a brief time to relax

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	2.7	8.3	7.0	5.2	(*5.8)
NEITHER	13.3	16.7	14.0	14.3	
UNIMPORTANT	69.3	55.6	62.8	64.3	
NA	14.7	19.4	16.3	16.3	

J. to permit individualization of instruction

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	47.2	57.1	57.1	52.3	(*7.6)
NEITHER	26.4	34.3	28.6	28.9	
UNIMPORTANT	16.7	2.9	9.5	11.4	
NA	9.7	5.7	4.8	7.4	

K. to present subject matter where there is not a special teacher (e.g. foreign language)

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	58.7	30.6	62.8	53.2	(*10.3)
NEITHER	8.0	22.2	11.6	12.3	
UNIMPORTANT	9.3	17.9	7.0	9.7	
NA	24.0	33.3	18.6	24.7	

L. to serve as a suitable teaching alternative in emergency situations

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	19.4	11.1	38.1	22.7	(*8.7)
NEITHER	19.4	30.6	21.4	22.7	
UNIMPORTANT	41.7	36.1	19.0	34.0	
NA	19.4	21.4	20.7	17.3	

M. to cover essential learning skills

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
IMPORTANT	49.3	63.9	55.8	54.5	(*7.2)
NEITHER	26.7	27.8	32.6	28.6	
UNIMPORTANT	14.7	2.8	11.6	11.0	
NA	9.3	5.6	0.0	5.8	

Principals and media specialists are in agreement on the uses of ITV they consider important. These are, primarily, that ITV broadens the range of student experience, brings new resources and people to the classroom, and does so with a variety of presentation methods.

#39 DIFFICULTY IN MAINTAINING ITV BUDGET

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
MUCH HARDER	23.9	8.8	17.1	18.3	(*7.1)
HARDER	22.4	32.4	41.5	30.3	
NO DIFFERENCE	46.3	58.8	39.0	47.2	
EASIER	7.5	0.0	0.0	3.5	
MUCH EASIER	0.0	0.0	2.4	0.7	

In general, the budget for ITV in comparison with other instructional materials appears harder for principals to maintain. This seems to be particularly the case at the high school level, where 58.6% of the principals rate the ITV budget much harder or harder to maintain, than for other instructional materials. This pattern of response is confirmed by item #37. Although the budget is also difficult to keep at present levels in junior high schools and elementary schools, the situation is slightly less strained compared to the high school setting.

#40 TIME SPENT ON ITV

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
A FAIR AMOUNT	1.3	2.6	2.2	1.8	(*5.1)
A MODERATE AMOUNT	3.8	7.7	0.0	3.7	
A LITTLE	29.1	25.6	28.3	28.0	
NONE	65.8	64.1	69.6	66.5	

For all of their support of the concept of ITV, most principals (94.5%) spend very little time or no time at all thinking about ITV related issues. This includes both meeting time and non-meeting time.

#41 VARIOUS ASPECTS OF ITV

A. ITV shows great possibilities for stimulating teacher creativity.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	49.4	65.8	44.4	51.9	(*5.3)
NEITHER	41.6	28.9	44.4	39.4	
DISAGREE	9.1	5.3	8.9	8.1	
NA	0.0	0.0	2.2	0.6	

B. Teachers, when using instructional television, lose some of their importance in the classroom setting.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	2.6	0.0	4.5	2.5	(*4.2)
NEITHER	21.1	15.8	25.0	20.9	
DISAGREE	75.0	78.9	68.2	74.1	
NA	1.3	5.3	2.3	2.5	

C. The personal relationship between student and teacher is lost when instructional television is used.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	2.6	0.0	13.3	5.0	(*4.59)
NEITHER	20.8	21.1	24.4	21.9	
DISAGREE	76.6	78.9	60.0	72.5	
NA	0.0	0.0	2.2	0.6	

D. The development of more new instructional television programs is a waste of time.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	1.3	0.0	4.5	1.9	(*3.5)
NEITHER	11.8	8.1	20.5	13.4	
DISAGREE	86.8	91.9	72.7	84.1	
NA	0.0	0.0	2.3	0.6	

E. Wider use of instructional television is needed.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	41.0	41.7	57.8	45.9	(*5.2)
NEITHER	52.6	44.4	35.6	45.9	
DISAGREE	6.4	13.9	4.4	7.5	
NA	0.0	0.0	2.2	0.6	

F. The use of instructional television makes any subject matter more interesting.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	38.2	47.4	28.9	37.7	(*5.5)
NEITHER	48.7	36.8	57.8	48.4	
DISAGREE	13.2	15.8	11.1	13.2	
NA	0.0	0.0	2.2	0.6	

G. Instructional television should inspire students to greater curiosity and learning.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	73.7	70.3	57.8	68.4	(*4.3)
NEITHER	26.3	79.7	35.6	29.7	
DISAGREE	0.0	0.0	4.4	1.3	
NA	0.0	0.0	2.2	0.6	

H. Instructional television is all right but I feel it has been overemphasized.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	5.3	2.7	6.7	5.1	(*4.9)
NEITHER	50.0	40.5	46.7	46.8	
DISAGREE	43.4	56.8	44.4	46.8	
NA	1.3	0.0	2.2	1.3	

I. Children watch enough television at home; they don't need to watch more in school.

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
AGREE	1.3	2.8	6.7	3.2	(*4.5)
NEITHER	28.0	19.4	31.1	26.9	
DISAGREE	69.3	77.8	60.0	68.6	
NA	1.3	0.0	2.2	1.3	

According to 68.4% of the principals ITV inspires student curiosity. Even though fewer principals (45.9%) than media specialists (57.0%) consider that more use should be made of ITV there is still an obviously large pool of people who would support increased ITV efforts.

STATISTICS ON STUDENTS

#42 ECONOMIC LEVEL

	ELEM	JR/MIDDLE	SR HIGH	TOTAL	
LOW INCOME	35.1	33.3	26.1	32.3	(*3.7)
LOW-MIDDLE INCOME	59.5	61.5	63.0	61.0	(*3.8)
HIGH-MIDDLE INCOME	35.4	38.5	52.2	40.9	(*3.9)
HIGH INCOME	5.1	7.7	13.0	7.9	(*2.1)

#43-44 NON-ENGLISH SPEAKING STUDENTS

Approximately 80% of the principals report having 2% or fewer non-English speaking students in their school population. 90% report 5% or fewer students from houses where the primary or dominant language is other than English. On the average, there are about four Korean, one Spanish-speaking, and two Vietnamese children in each of the schools in the sample.

#45 HANDICAPPED STUDENTS

Special education schools were specifically kept from the sample since they represent unique learning environments. Therefore, the percentages reported in response to this question are of mainstreamed youngsters. The average percentage of handicapped students in each school is 5.9%, with a mode of zero percent and a median of 4.6%.

#46 ETHNIC BREAKDOWN

The average percentage of American Indians in the sample was less than one (.32%). Only 20% of the principals reported having any American Indians in their school and of those 80% reported 1% of the population was American Indian. There were slightly more Asian students reported in the sample (1.3% mean). Half of the schools were estimated to have less than 0.74% Asians. Hispanic students, on the average, account for about 0.78% of the student population in the schools sampled. Half of the principals reported having less than 0.27% Hispanic students. Thirty one percent of the student populations in the schools responding to this survey are, on the average, black and not of Hispanic surname. Half of the schools have less than 18.5% black students while only seven schools, or 4.6% reported having 0% black.

The mean percentage of white students in the schools in this sample is 65.6%, the median is 74.5% and the mode is zero percent--there are eight principals in this sample who estimate that their population is totally non-white.

S U P E R I N T E N D E N T S

INTRODUCTION

Because of the structure of Maryland's school districts, which correspond to counties, it was possible to request information on ITV use and support from each district, polling the universe, so to speak. The result was that 23 of the 24 districts (95.8%) responded to the study. This included the largest districts, the smallest districts, the most affluent districts, the least affluent districts, rural, urban and suburban districts, and districts from each of the rather distinctive regions of the state. In other words, the one missing county can be roughly accounted for by the valid returns received since it did not represent an extreme or unique set of conditions.

In most cases (56.5%), the superintendent himself responded to the questionnaire. The remaining responses generally came from an individual the superintendent designated as being in charge of ITV services in the district. These included people such as assistant superintendents, teacher specialists, directors of elementary education, and instructional supervisors. For the purposes of this study it was appropriate to have any of the above mentioned respond since, in all likelihood, they accurately reflect the attitudes and policies of the district.

Given the fact that this set of data relates conditions in the universe, it is not necessary to provide standard error estimates when reporting distributions. The narrative which follows seeks simply to outline the general approach and practices followed at the district level. Maryland is an extremely diverse state with distinct regions. There are two major metropolitan areas, including one of the nation's largest city centers--Baltimore. The contrasts are dramatic and should be given close scrutiny in subsequent analysis of the data, where summary statistics alone might be misleading. In deference to these factors the description of district-level conditions is different from teacher, media specialist, or principal data. A narrative approach is used and more use is made of absolute frequencies as opposed to relative frequencies (percentages).

BACKGROUND INFORMATION

A surprisingly large number of superintendents (or their surrogates) (15, or 65.2%) have had specific training in ITV. Most have been either trained at professional meetings (12) or state sponsored ITV workshops (11), although only five have had recent training.

BUDGETARY SUPPORT

During the last three years fiscal support for ITV has varied across districts. Five districts report an increase in support, thirteen report support has remained the same, while four districts report a decrease in support. One respondent didn't know. In projecting the next three years' support the picture is not as clear. Nine district-level respondents don't know and one did not respond. Only one felt that support would increase. The majority (11) predict that support will remain constant.

Superintendents were asked to describe the budgetary environment for ITV in relation to several parameters. In that regard, no one felt that it will be easier to get federal or state funding for ITV than for other educational projects or programs. Nine respondents, in fact, felt it was more difficult.

In the present fiscal climate, it appears that it is tougher to justify funds for supporting ITV. This is true according to ten districts. That is not to say that ITV is the first to go, however. Only five district-level persons agree that ITV is vulnerable compared to ten with neutral views and eight who disagree.

When compared with other instructional materials, ITV is reported to be much harder to justify by eleven respondents. Another eleven feel there is no difference between justifying ITV and other instructional material funding.

Most district-level respondents (15) do not see ITV as a way to save instructional costs when teachers are not available. Thirteen respondents disagree with the comment that maintaining equipment and managing ITV tends to use up more than its share of the budget. As a matter of fact, only one person agreed with this assessment.

Funds for ITV support tend to come from one of the following sources: federal government, state government, district budget, and school budget. The superintendents were asked to rate the percentage of funds coming from each source. The principal source, considering the state as a whole, is the schools. Their budgets provide 30.1 percent of the necessary funds. The next highest contributor is the federal government (23.9%), followed closely by the district (19.7) and the state (19.4%). Other miscellaneous sources account for the remaining 6.8% of the available funds.

Total operating expenditures for ITV per county averaged $53,000. This average expenditure is strongly influenced by the proportionately higher budget of a few counties. For instance, the upper limit- the highest quoted expenditure per county- is $300,000, but the mode (3) is zero. Seven counties (36.8%) report spending $5,000 or less on total operating expenditures for ITV including salaries, contractual arrangements and materials and equipment. With a median figure of $24,000, however, it seems that, statewide, there is substantial district-level support for ITV.

AVAILABILITY OF ITV

All districts report having either broadcast or videotaped programming available. Nineteen counties report broadcasts from public, non-commercial television and eighteen cite videotape as the main description of the ways ITV is used in the district.

The percentage of teachers using ITV is estimated at anywhere from 0% to 80%. The mean is estimated by superintendents to be 32.7%.

Twelve Maryland school districts, according to their superintendents, produce their own ITV programs. That can be interpreted as being anything from programs done in the district ITV studio, if one exists, to classroom productions done at the smallest elementary school. One elementary school not in the sample, for example, is known to invest much time, energy, and commitment in video production to the point of doing daily "news" programs with the students. Of those producing video, the most frequently cited uses are for in-service training (11 districts) and instruction (10).

When designing new school buildings all but one district always include plans for ITV service; the other one usually does. Most districts (20) increased the number of television sets in their schools during the past three years, but, it appears, the trend may be slowing since a more modest number (7) plan to do so in the next three years. Eighteen districts continued, during the last three years, to replace black and white televisions with color sets. Again, fewer districts (6) see such replacement purchasing continuing. Also, eighteen counties purchased videotaping equipment in the last thee years. VTR equipment seems to be a slightly more important item in the short-term future since eleven districts feel they will purchase more in the next three years. Eleven counties, 47.8% of those responding to the survey, stated they had added cable TV or internal distribution systems in the past three years while another eight plan to in the next three years.

Ten counties report that they are systematically gathering research data on ITV:

two are conducting a pilot program in ITV use

four are studying equipment or facilities

six are evaluating programs

four are doing impact-utilization studies, and

three are engaged in other types of ITV research.

Twenty districts, 87.0% of those responding, report that they participate in state ITV series development, selection, or evaluation. They are also much more likely to have been contacted by the ITV Division of MSDE. Seventeen of the superintendents or their

assigns said that they had been contacted during the year. The most frequently mentioned type of contact was through newsletters and other publicity (14). The next most frequently mentioned was a visit from the ITV Division staff (10). Eight spoke with an ITV representative on the phone.

SUPPORT FOR ITV

Generally speaking, Maryland's school superintendents encourage the use of ITV but leave that use to the discretion of individual schools and teachers. All districts have an individual who is assigned district-wide responsibility for ITV. In about one-fifth of the districts that person is designated as the ITV Coordinator, in another third it is the Media Coordinator, and in the rest of the districts it is the Curriculum Coordinator or some other instructional staff person. On the average, 24.0% of the designated person's time is devoted to ITV and each has two staff members.

Most counties (20) make ITV in-service workshops available to teachers. The workshops are most likely conducted by ITV Division personnel, according to superintendents. Eleven counties also report that district-level staff conduct some workshops.

OVERALL REACTIONS TOWARD ITV

Superintendents were asked to rate on a 5-point scale of very important to very unimportant, each of several uses of ITV (se Superintendent's questionnaire, Appendix A). They feel, apparently, that ITV is a very important instructional tool for extending the range of student experiences and bringing new resources and/or persons into the classroom. It is viewed as moderately important for presenting new materials, providing new instructional approaches, reinforcing other lessons, and motivating interest. Superintendents are sure that ITV is not designed or should not be used to allow for periods of relaxation. They also report, although less emphatically, that it is unimportant as a tool to lighten teaching loads. ITV is also considered unimportant as a way to cover for teachers in an emergency situation, such as school closings or long-term teacher absences. The two remaining uses on the list, "to permit individualized instruction" and "to present subject matter when there is no subject specialist available (e.g., music, foreign language)," received mixed ratings. Some felt they were more important, others did not. In part, this distribution of scores could be due to either a difference in interpretation of the concept, particularly relative to individualized instruction, or to the absence of a need, as in the case where subject specialists are still available.

Principals and district staff are most often considered by superintendents as favoring ITV use. Parents and teachers' organizations are viewed as being neutral.

Superintendents were also presented a list of statements about ITV an, given the response options strongly agree, agree, neither agreed nor disagree, disagree, or strongly disagree for each. Most

agree that ITV shows great possibilities for stimulating teacher creativity and student curiosity and learning. They also suggest that wider use of ITV is needed and that their district is, in fact, using it more this year than it has in the past three years. They don't believe ITV limits teacher importance or the teacher's relationship with students. Instructional television is not being overemphasized in the opinion of most superintendents. In fact, they most emphatically disagree with the comment that the development of more new instructional television programs is a waste of time.

CONCLUSION

Superintendents seem to be positively disposed toward instructional television. They are struggling with numerous budget pressures, but do not tend to single ITV out for major cuts; funding support is projected to be steady.

APPENDICES

APPENDIX A

This appendix contains copies of the correspondence and the questionnaires sent to each respondent group. In order to faciliatate data management and to increase the visual appeal of the questionnaires each was printed on a different color paper -- teacher(yellow), media specialist (blue), principal (green), and superintendent (gray).

APPENDIX A -- TEACHER

THE MARYLAND ITV UTILIZATION STUDY
UNIVERSITY OF MARYLAND
COLLEGE PARK 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-3441

March 21, 1981

(TEACHER LETTER)

Dear Teacher:

Television has been used in Maryland's public schools for many years, yet information concerning its use has never been gathered statewide. This is a concern both to members of the education community and to state policymakers.

In response to a request from the legislature, the Division of Instructional Television of the Maryland State Department of Education, has asked us to undertake this study. We are interested in the extent and nature of television use in the schools so that the ITV Division can better serve the people of Maryland. The professional organizations listed on this letter have recognized the importance of this study and have given it their endorsement.

Your school has been randomly selected to participate. In addition, you personally have been randomly selected from among the teachers in your school to participate. Since only a few schools have been selected we must rely on a high level of cooperation from Maryland's teachers in order to be able to provide useful information to decision makers. Your cooperation is essential to the success of this project.

Along with this letter you have received an ITV Utilization Study Teacher Questionnaire and a return envelope. Because of the careful design of the questionnaire it should take you only 15-20 minutes to complete. We ask you to complete it within a week of receipt and return it to us in the envelope provided.

All data will be held in the strictest confidence. Data will be reported in aggregate only so that no individual teacher or school can be identified. The code number which appears on each questionnaire is essential to the study; its sole purpose is to enable us to cross-tabulate data by school type and geographic region. An executive summary will be available to all respondents who request it.

If you have any questions after you have received the materials, please do not hesitate to call us at 454-2590 or 454-2558.

We appreciate your cooperation. Thank you.

Sincerely,

Kerry A. Johnson

Kerry A. Johnson, Ph.D.
Project Director

Endorsed by:

Maryland Secondary School Principals Association (MSSPA)
Maryland Elementary School Principals Association (MEPA)
Maryland Public School Superintendents Association (MPSSA)
Maryland Educational Media Organization (MEMO)
Maryland State Teachers Association (MSTA)

UTILIZATION STUDY
1980 - 1981 Teacher Questionnaire

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instructional Television
Owings Mills, Maryland 21117

Please Return Within One Week Of Receipt To:

The Maryland ITV Study
College of Library & Information Services
Room 3114, Hornbake Library
University of Maryland
College Park, Maryland 20742

Your completed questionnaire will be seen only by the immediate research staff and will be used for statistical purposes only, i.e., data gathering, processing, and analysis. Confidentiality will be preserved. No personally identifying information will be released to anyone.

While you are not required to respond, *your cooperation is needed* to make the results of the survey comprehensive, accurate, and timely.

MSDE-ITV 16.100—01—12/80

DEFINITION

Throughout this instrument the term "Instructional Television" (or ITV) refers to any in-school uses of television for instructional purposes.

1980-81 TEACHER QUESTIONNAIRE

A. Background Information

1. Circle *all* grades which you teach this year. (If ungraded, circle nearest grade equivalents.)

PreK - K - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

2. Which best describes the setting in which you teach? (Circle *one*.)

1 Self-contained classroom
2 Non-traditional setting: open space, etc.
3 Other (please specify) _____

3. How many students do you teach? (If you teach more than one class, indicate in *a* the number of students you teach in *all* classes and in *b* the number of classes you teach.)

a. Total No. of students _____
b. No. of classes _____

4. Which subject(s) do you teach? (Circle *all* that apply.)

a All elementary subjects (go to next question)
b Art
c Career/Vocational Education
d Foreign Language
e Home Economics
f Industrial Education
g Language Arts other than Reading
h Math
i Music
j Physical Education/Health Education
k Reading
l Science
m Social Sciences
n Special Education
o Other (please specify) _____

5. How many specially funded programs are you or your classes involved in this year? (e.g., Vocational Education programs funded by the state or federal government, Title 1). (Circle *one*.)

0 1 2 3 4 5 or more

6. How many years (including this year) have you taught? (Check *one* in each column.)

Present school	Overall (excluding this school)
1 ☐ 1 year	1 ☐ 1 year
2 ☐ 2-3 years	2 ☐ 2-3 years
3 ☐ 4-6 years	3 ☐ 4-6 years
4 ☐ 7-9 years	4 ☐ 7-9 years
5 ☐ 10 or more yrs.	5 ☐ 10 or more yrs.

B. Availability of Instructional Television

7. a. How many years (including this year) have you used Instructional Television (ITV) with your classes? (Check *one*.)

1 ☐ None
2 ☐ One year
3 ☐ Two years
4 ☐ Three or more years

b. Are you using ITV this year? 1 ☐ Yes 2 ☐ No

8. Is ITV programming available (either directly on-air or by videotape) for you to use with any of your classes?

1 ☐ Yes 2 ☐ No

---

9. What kind of TV sets do you have available to use with your classes? **(Check *one*.)**

1 ☐ None
2 ☐ Black and White
3 ☐ Color
4 ☐ Both B/W and color

(If you checked *No/None*, to questions 8 and 9, skip to question 21.)

---

10 Which of the following are available in your classroom? **(Circle *all* that apply.)**

a Direct on-air broadcast from public television (i.e., non-commercial) What channel? _____
b Cassette/Videotape
c Cable television
d Videodisc
e Closed circuit or Master antenna system
f Don't know

---

11. How easy is it to get a TV set when you want one? **(Circle *one*.)**

1 Easy, no problem
2 Pretty easy most of the time
3 Sometimes can't get a set
4 Often can't get a set

---

12. Where is a TV set if you want one for use of your class? **(Circle *all* that apply.)**

a It is already in my classroom
b Media Center
c It is in a nearby classroom and is brought to my classroom by me or someone else
d It is in a nearby classroom to which I take my students
e It is in a central location and is brought to my classroom by me or someone else
f It is located in an auditorium or some other room to which my students go for viewing.

---

13. How much of the time would you say the television sets in your school are kept in good repair? **(Circle *one*.)**

1 Always
2 Most of the time
3 Some of the time
4 Seldom

---

14. How is television reception in your classroom (or where you use it)? **(Circle *one*.)**

1 Good
2 Fair
3 Poor

---

15. Which of the following are available? **(Circle *all* that apply.)**

a Equipment to record and/or play back a TV program for presentation at a convenient time
b Earphones for the TV sets
c Easy access to requested TV programs (e.g., dial-own-access TV systems)
d TV studio in the school
e Videotape library in the school
f Videotape library in the district
g Somebody to record or play back videotape for your use

---

16. When you use ITV programs, how often are they pre-recorded, whether by you or by someone else? **(Circle *one*.)**

1 Always
2 Most of the time
3 Some of the time
4 Seldom
5 Not applicable

17. When you wish to arrange for videotape recording or play back, how easy is it?
(Circle *one*.)

1 Easy, no problem
2 Pretty easy most of the time
3 Sometimes I can't make the arrangements I want
4 Not easy
5 Never attempted to arrange such a thing
6 No such facilities

---

18. Overall, thinking about what affects your use of ITV, which of the following are difficulties for you?
(Check *all* that apply.)

a Set availability
b Set quality
c Set installation in your class
d Set maintenance
e Program scheduling
f Finding out about programs in advance
g Program quality or characteristics
h Availability of someone to help show it
i Enough planning time
j Availability of program schedules and/or guides
k Other (please specify) _____

_____

C. Utilization of ITV

19. Various arrangements can be made to use ITV. Which describe(s) the arrangement(s) you use?
(Circle *all* that apply.)

a Class views program with another class or classes
b Entire class views program without other class(es)
c Small group(s) from the class view program
d Individual students are assigned to view programs
e Never use ITV

---

20. Estimate the average amount of time you used ITV with your class(es) *each* five-day week this year.
(If you teach more than one group of students, answer for the total amount of time.)
(Check *one*.)

1 ☐ None
2 ☐ ¼ hour
3 ☐ ½ hour
4 ☐ 1 hour
5 ☐ 1½ hour
6 ☐ 2 hours
7 ☐ 3 hours
8 ☐ 4 hours
9 ☐ 5 or more hours

---

21. Circle the media formats (up to three) which account for most of your classroom use.

a Audio recording
b Computers
c Games and simulations
d ITV (broadcast, videotape, videodisc, etc.)
e Motion picture films (16 & 8 mm.)
f Slide and filmstrip (silent)
g Slide and filmstrip (sound)
h Transparencies
i Other (please specify) _____

_____

---

22. Estimate the average amount of time you use non-print media with your class(es) each five-day week.
(If you teach more than one group of students, answer for the total amount of time.)

_____ hours

23. Please indicate below the subjects for which you used ITV this school year, and how ITV fits with your curriculum for that subject.
(Check *all* that apply.)

		Have used ITV in this subject		If ITV is used, is it:	
		Yes	No	A supplement to the on-going curriculum	A central part of the on-going curriculum
a. Art	a	☐	☐	☐	☐
b. Career/Vocational Education	b	☐	☐	☐	☐
c. Foreign Language/ESL	c	☐	☐	☐	☐
d. Guidance	d	☐	☐	☐	☐
e. Health/Nutrition	e	☐	☐	☐	☐
f. Home Economics	f	☐	☐	☐	☐
g. Industrial Education	g	☐	☐	☐	☐
h. Language Arts other than Reading	h	☐	☐	☐	☐
i. Math	i	☐	☐	☐	☐
j. Music	j	☐	☐	☐	☐
k. Physical Education	k	☐	☐	☐	☐
l. Reading	l	☐	☐	☐	☐
m. Science	m	☐	☐	☐	☐
n. Social Sciences	n	☐	☐	☐	☐
o. Special Education	o	☐	☐	☐	☐
p. Other (please specify) _____	p	☐	☐	☐	☐

24. This school year (1980-81), how often have you assigned or strongly suggested watching a TV program at home?
(Circle *one*.)

1 Often
2 Sometimes
3 Rarely
4 Never

25. If you had a wide variety of programs to choose from and excellent reception and equipment, about how much time per week would you use ITV?
(Check *one*.)

1 ☐ None
2 ☐ ¼ hour
3 ☐ ½ hour
4 ☐ 1 hour
5 ☐ 1½ hours
6 ☐ 2 hours
7 ☐ 3 hours
8 ☐ 4 hours
9 ☐ 5 or more hours

26. Do you personally know of any teacher during the last two years (1979/80, 1980/81) whom you have thought used ITV too much?

1 ☐ Yes 2 ☐ No

27. How much would you consider to be a maximum appropriate amount of ITV to be watched in class during a week by typical students?
(Check *one*.)

1 ☐ ¼ hour
2 ☐ ½ hour
3 ☐ 1 hour
4 ☐ 1½ hours
5 ☐ 2 to 4 hours
6 ☐ 5 hours or more
7 ☐ No set limit

28. Have you personally ever seen any of the following outcomes among students in your class(es) which you would attribute to ITV?
(Circle *all* that apply.)

a Students demonstrate expanded breadth of knowledge
b Students use expanded vocabulary
c Students have followed up ideas mentioned in ITV
d Students are more enthusiastic about school work in general
e Students use library more
f Students watch more educational TV at home
g Students calm down at times when, otherwise, it would be difficult to keep their attention
h Other (please specify) _____

29. For which types of students do you feel ITV is *most* useful? (Circle *one*.)

1 All students
2 Students with below average academic ability
3 Students with average academic ability
4 Students with above average academic ability
5 Students with special problems, such as handicapped, ESL, speech problems, etc.
6 Not very useful for any student
7 Other (please specify) _____

---

30. Indicate your use of an ITV series or program during the 1980-81 school year, regardless of whether on-air or videotape. (Circle *one* in *each* column)

	1 ITV Series	2 ITV Program
a. In the past week	1	2
b. In the past month	1	2
c. In the past year	1	2
d. Have used ITV, but not during this school year (1980-81)	1	2
e. Have never used ITV	1	2
f. Will use this school year	1	2

---

31. Do you ever have your classes decide *whether* to watch ITV in class? 1 ☐ Yes 2 ☐ No

---

32. Do you ever have your classes decide *which* program to watch in class? 1 ☐ Yes 2 ☐ No

---

33. How many different ITV series are you using regularly (i.e., 75% or more of all lessons in the series) in this school year (1980-81)? (Check *one*.)

1 ☐ None
2 ☐ 1 series
3 ☐ 2 series
4 ☐ 3 series
5 ☐ 4 series
6 ☐ 5 or more series

---

34. Indicate the ITV series you are using this school year. Rate the series on overall quality in relation to your demands on it by circling the appropriate number. If you have used the accompanying teacher guide, please also rate the guide by circling the appropriate number.

Series Title	Series Rating Excellent 5	4	3	2	Poor 1	Teacher Guide Rating Excellent 5	4	3	2	Poor 1
Art										
Art Cart (The)	5	4	3	2	1	5	4	3	2	1
Art of Seeing (The)	5	4	3	2	1	5	4	3	2	1
Primary Art	5	4	3	2	1	5	4	3	2	1
Career Education/Awareness										
Freestyle	5	4	3	2	1	5	4	3	2	1
Jobs: Seeking, Finding, Keeping	5	4	3	2	1	5	4	3	2	1
When You Grow Up	5	4	3	2	1	5	4	3	2	1
Consumer Education										
Consumers in a Changing World	5	4	3	2	1	5	4	3	2	1
Economic Education										
Trade-Offs	5	4	3	2	1	5	4	3	2	1
Environmental Education										
Terra: Our World	5	4	3	2	1	5	4	3	2	1
Uncle Smiley	5	4	3	2	1	5	4	3	2	1
Health										
All About You	5	4	3	2	1	5	4	3	2	1
Dial A-L-C-O-H-O-L	5	4	3	2	1	5	4	3	2	1
Inside/Out	5	4	3	2	1	5	4	3	2	1
Jackson Junior High	5	4	3	2	1	5	4	3	2	1
Mulligan Stew	5	4	3	2	1	5	4	3	2	1
Self-Incorporated	5	4	3	2	1	5	4	3	2	1

	Series Rating					Teaching Guide Rating				
	Excellent				Poor	Excellent				Poor
	5	4	3	2	1	5	4	3	2	1
Interdisciplinary										
Here and There in Md: Field Trips	5	4	3	2	1	5	4	3	2	1
Media Machine (The)	5	4	3	2	1	5	4	3	2	1
Tomorrow's Families	5	4	3	2	1	5	4	3	2	1
Young Filmmakers (The)	5	4	3	2	1	5	4	3	2	1
Language Arts										
Do You Get the Message?	5	4	3	2	1	5	4	3	2	1
Matter of Fact (A)	5	4	3	2	1	5	4	3	2	1
Stories Without Words	5	4	3	2	1	5	4	3	2	1
Write Channel (The)	5	4	3	2	1	5	4	3	2	1
Mathematics										
Games of Chance	5	4	3	2	1	5	4	3	2	1
Mathematical Relationships	5	4	3	2	1	5	4	3	2	1
Mathways	5	4	3	2	1	5	4	3	2	1
Measure to Measure	5	4	3	2	1	5	4	3	2	1
Numbers Game II	5	4	3	2	1	5	4	3	2	1
Music										
Music	5	4	3	2	1	5	4	3	2	1
Music and Me	5	4	3	2	1	5	4	3	2	1
Song Bag (The)	5	4	3	2	1	5	4	3	2	1
Song Sampler	5	4	3	2	1	5	4	3	2	1
Reading										
Book, Look, and Listen	5	4	3	2	1	5	4	3	2	1
Contract!	5	4	3	2	1	5	4	3	2	1
Electric Company (The)	5	4	3	2	1	5	4	3	2	1
Once Upon a Town	5	4	3	2	1	5	4	3	2	1
Read All About It	5	4	3	2	1	5	4	3	2	1
Readalong I	5	4	3	2	1	5	4	3	2	1
Readers' Cube	5	4	3	2	1	5	4	3	2	1
Spinning Stories	5	4	3	2	1	5	4	3	2	1
Science										
Dimensions in Science: Chemistry	5	4	3	2	1	5	4	3	2	1
Dimensions in Science: Physics	5	4	3	2	1	5	4	3	2	1
Exploring the World of Science	5	4	3	2	1	5	4	3	2	1
Introduction to Concepts in Nature	5	4	3	2	1	5	4	3	2	1
Introduction to Physical Science	5	4	3	2	1	5	4	3	2	1
Landsat: A Satellite for All Seasons	5	4	3	2	1	5	4	3	2	1
Many Worlds of Nature (The)	5	4	3	2	1	5	4	3	2	1
Real World of Insects (The)	5	4	3	2	1	5	4	3	2	1
Science Skills	5	4	3	2	1	5	4	3	2	1
Universe and I	5	4	3	2	1	5	4	3	2	1
Social Studies										
American Scrapbook	5	4	3	2	1	5	4	3	2	1
By The People	5	4	3	2	1	5	4	3	2	1
Children of the World	5	4	3	2	1	5	4	3	2	1
Comparative Geography	5	4	3	2	1	5	4	3	2	1
Finding Our Way	5	4	3	2	1	5	4	3	2	1
Many Americans	5	4	3	2	1	5	4	3	2	1
Maryland...	5	4	3	2	1	5	4	3	2	1
Ripples	5	4	3	2	1	5	4	3	2	1
Truly American	5	4	3	2	1	5	4	3	2	1
Two Cents' Worth	5	4	3	2	1	5	4	3	2	1
Under the Blue Umbrella	5	4	3	2	1	5	4	3	2	1
Under the Yellow Balloon	5	4	3	2	1	5	4	3	2	1
High School Equivalency										
General Educational Development	5	4	3	2	1	5	4	3	2	1
Specials										
Film Festivals	5	4	3	2	1	5	4	3	2	1
It Happened in Maryland I	5	4	3	2	1	5	4	3	2	1
It Happened in Maryland II	5	4	3	2	1	5	4	3	2	1
Inservice Education										
Gifted and Talented Education	5	4	3	2	1	5	4	3	2	1
Interaction: Human Concerns in the Schools	5	4	3	2	1	5	4	3	2	1
Teaching Children with Special Needs	5	4	3	2	1	5	4	3	2	1
Teaching in Md.-Enter: Metrics	5	4	3	2	1	5	4	3	2	1

D. Typical Use of ITV Series

We'd like to understand how ITV series are typically used in the classroom. Think about a particular series you have used recently with your class. Write the name of that series here: (If you used *no* series go to question 38.)

Series Title _____

35. Please indicate if the following statements describe your use of the series: (Circle *one* in each row)

	Yes	No
a. I have used the series/program(s) before	a ☐ 1	a ☐ 2
b. I previewed the program(s) before using it (them)	b ☐ 1	b ☐ 2
c. I read a teacher guide description before using it	c ☐ 1	c ☐ 2
d. I used suggestions from the teacher guide in preparing for, or following up, the program(s)	d ☐ 1	d ☐ 2
e. I used the ITV series as a key teaching tool in my class	e ☐ 1	e ☐ 2
f. I used the ITV series mainly as a supplement to my teaching	f ☐ 1	f ☐ 2

---

36. How long did you spend discussing (or otherwise preparing for) lessons in the series in class *before* the class viewed them? (Circle *one*.)

1 No time
2 Up to 10 min.
3 10 to 15 min.
4 More than 15 min.
How long? _____ min.

---

37. How long did you spend discussing (or otherwise following up on) lessons *after* the class viewed them? (Circle *one*.)

1 No time
2 Up to 10 min.
3 10 to 15 min.
4 More than 15 min.
How long? _____ min.

E. Support of ITV

38. Are teacher guides for every ITV series you use available at your school? 1 ☐ Yes 2 ☐ No

(If *No*, go to question 39.
If *Yes*, please continue:)

a. Are the guides useful in your planning? 1 ☐ Yes 2 ☐ No

---

39. How often do you use guides to plan your instruction (i.e., which programs to watch and/or how to prepare for them)? (Circle *one*.)

1 Always
2 Usually
3 Sometimes
4 A few times
5 Not at all

---

40. How are teacher guides for ITV series distributed in your school? (Circle *one*.)

1 Individual copies provided to all teachers
2 Individual copies provided only to teachers who request them
3 Not provided to any teachers
4 Multiple copies on hand in the school
5 Don't know

---

41. How is the ITV schedule book distributed in your school? (Circle *one*.)

1 Individual copies provided to all teachers
2 Individual copies provided only to teachers who request them
3 Not provided to any teachers
4 Multiple copies on hand in the school
5 Don't know

42. Is there a building ITV coordinator or other person with responsibility for ITV in your building?
(Circle *one*.)

1 Yes, full time
2 Yes, part time
3 Yes, informal (i.e., a teacher who also distributes ITV information)
4 No

(If *No*, go to question 44.
If *Yes*: Are you the ITV coordinator?) 1 ☐ Yes 2 ☐ No

---

43. If there is a coordinator, indicate all services provided by that person.
(Circle *all* that apply.)

a Distributes teacher guides and ITV schedules
b Provides newsletters or other information
c Calls attention to special programs
d Provides assistance with equipment
e Provides training/consultation
f Works with groups of students from my class(es)

---

44. During the current school year (1980-1981) have you had any contact with ITV personnel from outside the school? 1 ☐ Yes 2 ☐ No

(If *No*, go to question 45.
If *Yes*, please check all items below which describe your experience:)

	District Coordinator		ITV Division of State Dept. of Education	
	Yes	No	Yes	No
a. Their staff visited my school	☐	☐	☐	☐
b. They provided in-service	☐	☐	☐	☐
c. They provided newsletters, guides, or other publicity	☐	☐	☐	☐
d. I talked with them on the phone	☐	☐	☐	☐
e. I have served on their Advisory, Evaluation or Curriculum committees	☐	☐	☐	☐
f. Other communication (please specify) _____	☐	☐	☐	☐

---

45. Generally speaking, which best describes the practice of building administrator(s) regarding the use of ITV?
(Circle *one*.)

1 Strongly encourage(s) use
2 Encourage(s) use but leave(s) to discretion of individual teacher
3 Neither encourage(s) nor discourage(s) use
4 Discourage(s) use but leave(s) to discretion of individual teacher
5 Strongly discourage(s) use

---

46. What do you think is the general attitude of each of the following groups of people toward the use of ITV?
(Circle *one* for *each* item.)

		Favor Its Use	Neutral	Against Its Use
a. Department Chair or Subject Matter Specialist (Check here if not applicable ☐)	a	1	2	3
b. Other teachers	b	1	2	3
c. Media specialist	c	1	2	3
d. Specialists in school (e.g., Counselors; do not include the Nurse)	d	1	2	3
e. Parents	e	1	2	3
f. Students	f	1	2	3
g. District Office	g	1	2	3

47. How often do you get specific ideas for ITV uses from any of the following people?
(Circle *one* for *each* item.)

		Often	Sometimes	Rarely	Never
a. Principal	a	1	2	3	4
b. Department Chair or Subject Specialist (Check here if not applicable ☐)	b	1	2	3	4
c. Specialist in the school (e.g., Counselors; do not include the Nurse) (Check here if not applicable ☐)	c	1	2	3	4
d. Other teachers	d	1	2	3	4
e. ITV coordinator (Check here if not applicable ☐)	e	1	2	3	4
f. Media specialist	f	1	2	3	4
g. Parents	g	1	2	3	4
h. Students	h	1	2	3	4
i. Detailed program guides	i	1	2	3	4
j. Previews	j	1	2	3	4
k. Other (please specify) _____ _____	k	1	2	3	4

F. Preparation for Use of ITV

48. Have you ever had training on the use of specific ITV series or in the use of ITV in general? 1 ☐ Yes 2 ☐ No

(If *No*, go to Section G, Question 52.)

49. Which type(s) of training have you had?
(Check *all* that apply.)

a ☐ College coursework
b ☐ District in-service
c ☐ Televised ITV series
d ☐ Workshop by local TV station
Which channel _____
e ☐ ITV Division of State Department of Education in-service
f ☐ Workshops at professional meetings

50. Have you had any such training within the past three years? 1 ☐ Yes 2 ☐ No

51. Was that training required by state or local regulations/policies? 1 ☐ Yes 2 ☐ No

G. Conditions Affecting the Use of ITV

52. How do the following statements describe your perceptions of ITV?

Please circle the appropriate number for *each*.

		Agree	Neither Agree Nor Disagree	Disagree	Not Applicable
a. Teachers don't make enough use of ITV	a	1	2	3	4
b. Pressure to achieve basic educational goals makes ITV a frill	b	1	2	3	4
c. If teachers in my school used ITV too much there would be comments	c	1	2	3	4
d. There are short blocks of time in the day when ITV is really useful	d	1	2	3	4
e. Using ITV is much like using other supplementary teaching materials	e	1	2	3	4
f. There are a good many programs on ITV that meet my curriculum needs	f	1	2	3	4
g. ITV is a useful teaching tool	g	1	2	3	4
h. Some parents express concern about the amount of ITV watched in classrooms	h	1	2	3	4

H. Statistics on Students

53. Which is the best estimate of the economic level of families whose children are served by your class(es)?
(Circle *more* than *one* if it is impossible to generalize.)

1 Low income
2 Low-middle income
3 High-middle income
4 High income

---

54. How many students in your class are from homes where the primary or dominant language is other than English? _____

---

55. How many students in your class are from homes where these languages are spoken?

Korean _____
Spanish _____
Vietnamese _____

---

56. How many students in your class are identified as handicapped? _____

---

57. How many students in your class come from the following origins?

1 _____ American Indian or Alaskan Native
2 _____ Asian or Pacific Islander
3 _____ Hispanic
4 _____ Black (not of Hispanic origin)
5 _____ White (not of Hispanic origin)

I. Program Needs

As we indicated in our cover letter, we are interested in giving you an opportunity to influence programming. Please use the area below to indicate what you see as your greatest program needs during the next three years.

Subject Area(s)	Grade Level(s)	Suggested Topics/Skill Areas to be Included
a ☐ Art		
b ☐ Career/Vocational Education		
c ☐ Foreign Language		
d ☐ Home Economics		
e ☐ Industrial Education		
f ☐ Language Arts other than Reading		
g ☐ Math		
h ☐ Music		
i ☐ Physical Education/Health Education		
j ☐ Reading		
k ☐ Science		
l ☐ Social Sciences		
m ☐ Special Education		
n ☐ Other (please specify)		

_____

Comments on ITV

We are especially interested in knowing about any unique uses of ITV programming or technology, and any outcomes of its use that you have noticed. If you feel that we have omitted an important question, or you can provide us with some additional information, please use this space for that purpose.

Thank you very much for taking the time to fill out this questionnaire.

If you would like to receive a Summary Report of the findings of this study, check here ☐ and supply us with your

Name _____

Address _____

City _____ State _____ Zip _____

APPENDIX A -- MEDIA SPECIALIST

THE MARYLAND ITV UTILIZATION STUDY

UNIVERSITY OF MARYLAND

COLLEGE PARK 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-5441

March 21, 1981

(MEDIA SPECIALIST LETTER)

Dear Media Specialist:

Television has been used in Maryland's public schools for many years, yet information concerning its use has never been gathered statewide. This is a concern both to members of the education community and to state policymakers.

In response to a request from the legislature, the Division of Instructional Television of the Maryland State Department of Education, has asked us to undertake this study. We are interested in the extent and nature of television use in the schools so that the ITV Division can better serve the people of Maryland. The professional organizations listed on this letter have recognized the importance of this study and have given it their endorsement.

Your school has been randomly selected to participate. As media specialist your insights are particularly important to the study. Since only a few schools have been selected, we must rely on a high level of cooperation from Maryland's educators in order to be able to provide useful information to decision makers. Your cooperation is essential to the success of this project.

Along with this letter you have received an ITV Utilization Study Media Specialist Questionnaire and a return envelope. Because of the careful design of the questionnaire it should take you only 15-20 minutes to complete. We ask you to complete it within a week of receipt and return it to us in the envelope provided.

All data will be held in the strictest confidence. Data will be reported in aggregate only so that no individual teacher or school can be identified. The code number which appears on each questionnaire is essential to the study; its sole purpose is to enable us to cross-tabulate data by school type and geographic region. An executive summary will be available to all respondents who request it.

If you have any questions after you have received the materials, please do not hesitate to call us at 454-2590 or 454-2558.

We appreciate your cooperation. Thank you.

Sincerely,

Kerry A. Johnson

Kerry A. Johnson, Ph.D.
Project Director

Endorsed by:

Maryland Secondary School Principals Association (MSSPA)	Maryland Elementary School Principals Association (MESPA)	Maryland Public School Superintendents Association (MPSSA)	Maryland Educational Media Organization (MEMO)	Maryland State Teachers Association (MSTA)

UTILIZATION STUDY
1980 - 1981 Media Specialist Questionnaire

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instructional Television
Owings Mills, Maryland 21117

Please Return Within One Week Of Receipt To:

The Maryland ITV Study
College of Library & Information Services
Room 3114, Hornbake Library
University of Maryland
College Park, Maryland 20742

Your completed questionnaire will be seen only by the immediate research staff and will be used for statistical purposes only, i.e., data gathering, processing, and analysis. Confidentiality will be preserved. No personally identifying information will be released to anyone.

While you are not required to respond, *your cooperation is needed* to make the results of the survey comprehensive, accurate, and timely.

DEFINITION

Throughout this instrument the term "Instructional Television" (or ITV) refers to any in-school uses of television for instructional purposes.

1980-1981 MEDIA SPECIALIST QUESTIONNAIRE

A. Background Information

1. Circle *all* grades which are taught in your school. (If ungraded, circle nearest grade equivalents.)

   PreK · K · 1 · 2 · 3 · 4 · 5 · 6 · 7 · 8 · 9 · 10 · 11 · 12

2. How many aides or volunteers (4 hours per day or more) do you have in your media center?

   _____ Aides/Volunteers

3. How do you describe your school? (Circle *one*.)

   1 Self-contained classroom
   2 Non-traditional, open space, etc.
   3 Other (please specify) _____

4. How long have you been

	Indicate the number of years below				
	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10+ yrs.
a. media specialist at this school	☐	☐	☐	☐	☐
b. an educator (including present and all previous positions)	☐	☐	☐	☐	☐

5. What is your Maryland certification status? (Circle *all* that apply.)

   a Associate
   b Generalist
   c Specialist
   d Administrator
   e Certified in another area
   Specify _____
   f Not certified

B. Availability of Instructional Television (ITV)

6. Is ITV programming available (either directly on air or by videotape) in your school?

   1 ☐ Yes 2 ☐ No

7. How many television sets for instructional purposes are in your school?

   a _____ Number of black/white
   b _____ Number of color
   c _____ Total
   d _____ None

   (If you answered *No* or *None* to both items 6 and 7 skip to Question 23. If *Yes*, please continue:)

8. About how many classroom teachers are using ITV on a regular basis this year?

   _____ Teachers

9. Which of the following are available in your school? (Circle *all* that apply.)

   a Direct on-air broadcast from public stations. Channel(s) _____
   b Cassette or videotape
   c Videodisc
   d Cable television
   e Closed circuit or Master antenna system
   f Don't know

10. Describe the quality of television reception in your building.
(Circle *one*.)

1 Good
2 Fair
3 Poor

---

11. Which best describes the location of TV sets in your school?
(Circle *one*.)

1 Kept in classrooms, except for maintenance and repair
2 Kept in central storage location
3 Kept in large rooms or auditoriums
4 Media center
5 Other (please specify) _____

_____

---

12. Which best describes the arrangements for use of TV sets in your school?
(Circle *one*.)

1 Students brought to the TV sets
2 TV sets brought to the students
3 Sometimes one, sometimes the other
4 Neither, sets are in classrooms

---

13. How much of the time are the sets in your school in *good* repair?
(Circle *one*.)

1 Always
2 Most of the time
3 Some of the time
4 Seldom

---

14. Do you acquire pre-recorded programs from a local district, regional or state videotape library?

1 ☐ Yes 2 ☐ No

---

15. ITV can be used in a variety of groupings. Which describe(s) the arrangements used in your school?
(Circle *all* that apply.)

a Class views program with another class or classes
b Entire class views program without other class(es)
c Small group(s) from the class view program
d Individual students are assigned to view program
e Never use ITV

---

16. Which best describes what happens when one of your sets needs repair?
(Circle *one*.)

1 One of our building staff members repairs it
2 We send it to a central repair shop for the district
3 It is repaired by a local repairman hired out of the school building's budget
4 We have no repair policy
5 Other (please specify) _____

_____

---

17. Does your school have any of the following:
(Circle *all* that apply.)

a Earphones for the TV sets
b Easy access to requested TV programs (dial-own-access TV)
c TV studio in the school
d Videotape library in the school
e Videotape library in the district
f Other (please specify) _____

_____

---

18. Do you use videotape recorders in your school to record and/or play-back ITV lessons?
(If *No*, go to question 20.)

1 ☐ Yes 2 ☐ No

---

19. Do you or does someone in your school videotape programs off the air?

1 ☐ Yes 2 ☐ No

20. Does your school produce any original programs for school use? 1 ☐ Yes 2 ☐ No

If *No*, go to question 23.
If *Yes*, please indicate
a. What are the purposes served by these productions?
(Circle *all* that apply.)

a Instructional use
b Administrative use (e.g., announcements)
c In-service training
d Production experience for students
e Teacher feedback (e.g., allowing the teacher to view own performance)
f Student feedback (e.g., allowing student to view own performance)
g Other (please specify) _____

---

21. Who has primary responsibility for in-school video productions?
(Circle *all* that apply.)

a Media specialist
b Classroom teacher
c Students
d ITV coordinator
e Other (please specify) _____

---

22. About how many teachers are typically involved in ITV production in your school each year?

_____ teachers

C. Support of ITV

23. Generally speaking, which *best* describes your view practices regarding the use of ITV?
(Circle *one*.)

1 Strongly encourage use
2 Encourage use but leave to discretion of individual teacher
3 Neither encourage or discourage use
4 Discourage use but leave to discretion of individual teacher
5 Strongly discourage use

---

24. In your opinion, which *best* describes *district* practice regarding the use of ITV?
(Circle *one*.)

1 Use is strongly encouraged
2 Use is encouraged but left to discretion of individual schools and teachers
3 Use is neither encouraged nor discouraged
4 Use is discouraged but left to discretion of individual schools and teachers
5 Use is strongly discouraged

---

25. Is there a person, in your building, other than you, with responsibility for ITV?
(Circle *one*.)

1 Yes, full time
2 Yes, part time
3 Yes, informal (e.g., a teacher or student who distributes ITV information)
4 No

(If *No*, go to Question 26.
If *Yes*, please indicate:)

a. Does that person have special training in media? 1 ☐ Yes 2 ☐ No
b. Are you or that person usually available for consultation with teachers? 1 ☐ Yes 2 ☐ No

26. During the current school year (1980-81) have you had any contact with ITV personnel from outside the school?

1 ☐ Yes 2 ☐ No

(*If No*, go to Question 27.
If Yes, please circle all items below which describe your experience:)

	District ITV Coordinator		ITV Division of State Dept. of Education	
	Yes	No	Yes	No
a. Their staff visited my school	☐	☐	☐	☐
b. They provided in-service training	☐	☐	☐	☐
c. They provided newsletters, guides, or other publicity	☐	☐	☐	☐
d. I talked with them on the phone	☐	☐	☐	☐
e. I have served on their Advisory, Evaluation, or Curriculum committees	☐	☐	☐	☐
f. Other communication (please specify) _____	☐	☐	☐	☐

---

27. How is the ITV schedule book distributed in your school? (Circle *one*.)

1 Individual copies provided to all teachers
2 Individual copies provided only to teachers on request
3 Not provided to any teachers
4 Multiple copies on hand in the school
5 Don't know

---

28. How are teacher guides for ITV series distributed in your school? (Circle *one*.)

1 Individual copies provided to all teachers
2 Individual copies provided only to teachers who request them
3 Not provided to any teachers
4 Multiple copies on hand in the school
5 Don't know

D. Utilization of ITV

29. Who usually informs teachers about ITV programs or series which might be particularly useful. (Circle *all* that apply.)

a Media specialist
b ITV coordinator
c Another teacher
d Principal
e ITV Division of State Department of Education
f Local TV station. Which channel? _____
g No one

---

30. How often, either informally or formally, have you suggested to teachers either programs to watch or ways to use ITV? (Circle *one*.)

1 Often
2 Sometimes
3 Rarely
4 Never

---

31. What do you think is the general attitude of each of the following groups of people in your school toward the use of ITV? (Circle the appropriate number for each.)

	Favor its Use	Neutral	Against its Use
a. Department or Chairs or Subject Area specialists (Check here if not applicable ☐ .)	1	2	3
b. Teachers	1	2	3
c. Principals	1	2	3
d. Specialists (e.g., Counselors, do not include Nurse.) (Check here if not applicable ☐ .)	1	2	3
e. Parents	1	2	3
f. Students	1	2	3
g. Teachers' organization	1	2	3

---

32. Have you had a teacher in your school during the last two years (1979/80-1980/81) whom you thought

	Yes	No	Not Sure
a. Used ITV too frequently	1	2	3
b. Selected programs inappropriately	1	2	3

33. How much would you consider to be an appropriate amount of ITV to be watched by students in class during a typical week? (Check one.)

1 ☐ ¼ hour
2 ☐ ½ hour
3 ☐ 1 hour
4 ☐ 1½ hours
5 ☐ 2 to 4 hours
6 ☐ 5 hours or more
7 ☐ No set limit

34. Indicate the ITV series which teachers in your building are using or have used:

(Check each) Series Title	Using this school year	Used in the past
Art		
Art Cart (The)	☐	☐
Art of Seeing (The)	☐	☐
Primary Art	☐	☐
Career Education/Awareness		
Freestyle	☐	☐
Jobs: Seeking, Finding, Keeping	☐	☐
When You Grow Up	☐	☐
Consumer Education		
Consumers In A Changing World	☐	☐
Economic Education		
Trade-Offs	☐	☐
Environmental Education		
Terra: Our World	☐	☐
Uncle Smiley	☐	☐
Health		
All About You	☐	☐
Dial A-L-C-O-H-O-L	☐	☐
Inside/Out	☐	☐
Jackson Junior High	☐	☐
Mulligan Stew	☐	☐
Self-Incorporated	☐	☐
Interdisciplinary		
Here & There in Mdt Field Trips	☐	☐
Media Machine (The)	☐	☐
Tomorrow's Families	☐	☐
Young Filmmakers (The)	☐	☐
Language Arts		
Do You Get The Message?	☐	☐
Matter of Fact (A)	☐	☐
Stories Without Words	☐	☐
Write Channel (The)	☐	☐
Mathematics		
Games of Chance	☐	☐
Mathematical Relationships	☐	☐
Mathways	☐	☐
Measure to Measure	☐	☐
Numbers Game II	☐	☐
Music		
Music	☐	☐
Music And Me	☐	☐
Song Bag (The)	☐	☐
Song Sampler	☐	☐
Reading		
Book, Look, And Listen	☐	☐
Contract!	☐	☐
Electric Company (The)	☐	☐
Once Upon A Town	☐	☐
Read All About It	☐	☐
Readalong	☐	☐
Readers' Cube	☐	☐
Spinning Stories	☐	☐

Series Title	Using This School Year	Used in the Past
Science		
Dimensions In Science: Chemistry	☐	☐
Dimensions In Science: Physics	☐	☐
Exploring The World Of Science	☐	☐
Introduction To Concepts In Nature	☐	☐
Introduction To Physical Science	☐	☐
Landau: A Satellite for All Seasons	☐	☐
Many Worlds of Nature (The)	☐	☐
Real World of Insects (The)	☐	☐
Science Skills	☐	☐
Universe And I	☐	☐
Social Studies		
American Scrapbook	☐	☐
By The People	☐	☐
Comparative Geography	☐	☐
Finding Our Way	☐	☐
Many Americans	☐	☐
Maryland...	☐	☐
Ripples	☐	☐
Truly American	☐	☐
Two Cents' Worth	☐	☐
Under The Blue Umbrella	☐	☐
Under the Yellow Balloon	☐	☐
High School Equivalency		
General Educational Development	☐	☐
Specials		
Film Festivals	☐	☐
It Happened In Maryland I	☐	☐
It Happened In Maryland II	☐	☐
Inservice Education		
Gifted and Talented Education	☐	☐
Interaction: Human Concerns in The Schools	☐	☐
Teaching Children With Special Needs	☐	☐
Teaching In Md. — Basic Metrics	☐	☐

E. Your Preparation For Use of ITV

55. Have you ever had training in the use of a specific ITV series or the use of ITV in general? 1 ☐ Yes 2 ☐ No

(If *No*, go to Question 57.

a. If *Yes*, which type(s) of training have you had? (Circle *all* that apply.)

a College coursework
b District in-service
c Televised ITV in-service series
d Workshop by local TV station
Which channel(s) _____
e State Department of Education in-service
f Workshops at professional meetings
g No formal training (Go to Question 57)

56. Have you had any such training within the past three years? 1 ☐ Yes 2 ☐ No

F. Reactions to Use of ITV

37. Which of the following statements describes your perceptions of ITV this year?
(Please circle the appropriate number for each.)

		Agree	Neither Agree Nor Disagree	Disagree	Not Applicable
a. Teachers in my school are using more ITV than they have in the past 3 years	a	1	2	3	4
b. ITV causes many scheduling and administrative problems	b	1	2	3	4
c. ITV is a useful teaching tool	c	1	2	3	4
d. Teachers don't make enough use of ITV	d	1	2	3	4
e. If teachers in my school used ITV too much there would be comments	e	1	2	3	4
f. Some parents express concerns about the amount of ITV watched in the classroom	f	1	2	3	4
g. Our emphasis on basic education goals makes ITV a frill	g	1	2	3	4
h. I have inquired about ITV opinions of parents in a needs assessment survey	h	1	2	3	4
i. One of the first things to go in a tight budgetary environment is ITV	i	1	2	3	4
j. It has become easier over the past 3 years to justify funds for supporting ITV	j	1	2	3	4

---

38. Below is a list of uses of ITV.
Circle the appropriate number to *rate each* use for its importance.

		Important	Neither Important Nor Unimportant	Unimportant	Not Applicable
a. to extend the range of experiences available to students	a	1	2	3	4
b. to present new materials	b	1	2	3	4
c. to provide different approaches for presenting material	c	1	2	3	4
d. to reinforce material taught in other lessons	d	1	2	3	4
e. to bring new resources and/or persons into the classroom	e	1	2	3	4
f. to motivate students' interest in a subject	f	1	2	3	4
g. to lighten the teaching load	g	1	2	3	4
h. to allow teacher to observe students	h	1	2	3	4
i. to allow teacher and/or students a brief time to relax	i	1	2	3	4
j. to permit individualization of instruction	j	1	2	3	4
k. to present subject matter where there is not a special teacher (e.g., foreign language)	k	1	2	3	4
l. to serve as a suitable teaching alternative in emergency situations (e.g., school closings, long-term teacher absences)	l	1	2	3	4
m. to cover essential learning skills	m	1	2	3	4

---

39. Listed below are some statements about various aspects of ITV.
Please *indicate your reaction to each* by circling the appropriate number:

		Agree	Neither Agree Nor Disagree	Disagree	Not Applicable
a. ITV shows great possibilities for stimulating teacher creativity	a	1	2	3	4
b. Teachers, when using instructional television, lose some of their importance in the classroom setting	b	1	2	3	4
c. The personal relationship between student and teacher is lost when instructional television is used	c	1	2	3	4
d. The development of more new instructional television programs is a waste of time	d	1	2	3	4
e. Wider use of instructional television is needed	e	1	2	3	4
f. The use of instructional television makes any subject matter more interesting	f	1	2	3	4
g. Instructional television should inspire students to greater curiosity and learning	g	1	2	3	4
h. Instructional television is all right but I feel it has been overemphasized	h	1	2	3	4
i. Children watch enough television at home; they don't need to watch more in school	i	1	2	3	4

---

40. How difficult is it to maintain a budget for instructional TV use compared with other materials?
(Circle one.)

1 Much harder for ITV
2 Harder
3 No difference
4 Easier
5 Much easier for ITV

41. Thinking about all the issues on which you spend your time as an administrator, both in meetings and outside of meetings, how much of your time is spent on ITV issues? (Circle one.)

1 A fair amount
2 A moderate amount
3 A little
4 None, or almost no time

---

42. As we indicated in our cover letter, we are interested in giving you an opportunity to influence programming. Please use this space below to indicate what you see as your greatest program needs during the next three years.

Subject Area (s)	Grade Level(s)	Suggested Topics/Skill Areas to be Included
a ☐ Art		
b ☐ Career/Vocational Education		
c ☐ Foreign Language		
d ☐ Home Economics		
f ☐ Industrial Education		
g ☐ Language Arts other than Reading		
h ☐ Math		
i ☐ Music		
j ☐ Physical Education/Health Education		
k ☐ Reading		
l ☐ Science		
m☐ Social Sciences		
n ☐ Special Education		
o ☐ Other (specify) _____		

Comments on ITV

We are especially interested in knowing about any unique uses of ITV programming or technology, and any outcomes of its use that you have noticed. If you feel that we have omitted an important question, or you can provide us with some additional information, please use this space for that purpose.

Thank you very much for taking the time to fill out this questionnaire.

If you would like to receive a Summary Report of the findings of this study, check here ☐ and supply us with your

Name _____

Address _____

City _____ State _____ Zip _____

APPENDIX A -- PRINCIPAL

THE MARYLAND ITV UTILIZATION STUDY

UNIVERSITY OF MARYLAND

COLLEGE PARK 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-3441

(INTRODUCTORY LETTER TO PRINCIPALS)

Television has been used in Maryland's public schools for many years, yet information concerning its use has never been gathered statewide. This is a concern both to members of the education community and to state policymakers.

In response to a request from the legislature, the Division of Instructional Television, MDSE, has asked us to undertake this study of television use in schools so that they can better serve the people of the state. In addition, the professional organizations listed in this letter have recognized the importance of this study and given it their endorsement.

As Superintendent of your county's school system, you play a central role in defining instructional direction. It is essential, in planning ITV services, for the ITV Division to understand your present and projected policies toward the use of television in your schools. To aid in our understanding we are sending you a short questionnaire which we would ask you to take 15 minutes or so to complete. The questionnaire will be arriving at your office within the week.

In addition, we have randomly selected a small sample of schools across the state and are asking the Principal, the Media Specialist, and five Teachers about the ways they do or do not use ITV. Any assistance and support you might provide in ensuring a high response rate to our questionnaire would be appreciated.

All data will be held in the strictest confidence. All of the respondents will return their completed questionnaires directly to us; only immediate project staff will see them. Data will be reported in aggregate only so that no individual educator or school can be identified.

An executive summary of the study will be available to all respondents who request it.

If you have any questions after you have received the materials, please do not hesitate to call us at 301/454-2590 or 454-2558.

We appreciate your cooperation. Thank you.

Sincerely,

Barry A. Johnson, Ph.D.
Project Director

Endorsed by:

Maryland Secondary School Principals Association (MSSPA.)

Maryland Elementary School Principals Association (MEPA)

Maryland Public School Superintendents Association (MPSSA)

Maryland Educational Media Organization (MEMO)

Maryland State Teachers Association (MSTA)

THE MARYLAND ITV UTILIZATION STUDY
UNIVERSITY OF MARYLAND
COLLEGE PARK 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-[illegible]

March 23, 1981

Dear Principal: (LETTER ACCOMPANYING QUESTIONNAIRES)

A short time ago I wrote to you about the Maryland ITV Utilization Study. Here is the complete package of materials for your school. Again, I want to empahsize that your help is essential to our getting adequate and accurate information.

Your school's package should contain the following:

1) A buff principal's questionnaire for you
2) A blue questionnaire and cover letter to give to your media specialist if your school has one
3) Five yellow teacher questionnaires and cover letters
4) Stamped, self-addressed return envelopes for each questionnaire.

A word about the teacher selection process might be in order. For us to draw an accurate picture of opinions about and uses of instructional television in Maryland, it is crucial that our teacher sample be drawn randomly. The sampling algorithm described on the instruction sheet enclosed with my first letter to you insures that. Do not be alarmed if the teachers selected do not use instructional television or even have strong negative attitudes toward it. Their responses are just as important as those from enthusiastic consumers. You may, however, wish to cull from your list specialists and helping teachers who are not full-time faculty.

As you doubtless know, a survey that provides useful information depends on a reasonable response rate. If the response rate is low, we always have the nagging feeling that those who did not respond would have given different information. That response rate depends in part on reminding people to send in their questionnaires. Because the Maryland ITV Utilization Study insures high anonymity, we must depend on your help in reminding teachers who have not responded. To aid you in keeping track of who has which questionnaire, there is a code number on page one of each form. The first teacher selected should receive the questionnaire whose code number has a "1" as the last digit, etc. Please keep a record of this so that if after a reasonable interval we find that, say, teacher "3" from your school has not returned a questionnaire and ask you to remind her or him, the job of matching the name to the number will be simple.

Finally, I am sensitive to the fact that some school districts have a written agreement with their teachers whereby some type of compensation must be made if a teacher is requested to fill out a form. If that is the case in your district, any accommodation would be deeply appreciated. Our questionnaires were designed to take up a minimum of time by asking only for information a teacher would have in memory. Most teachers in the field test required 15-20 minutes to complete the form.

I know that there are bound to be questions and uncertainties. If you have any, do not hesitate to call me personally at (301) 454-2590 or 454-2558.

Sincerely,

Karry A. Johnson, Ph.D.
Project Director

Endorsed by:

Maryland Secondary School Principals Association (MSSPA)
Maryland Elementary School Principals Association (MESPA)
Maryland Public School Superintendents Association (MPSSA)
Maryland Educational Media Organization (MEMO)
Maryland [illegible] Teachers Association (MSTA)

(DIRECTIONS FOR TEACHER SELECTION - A RANDOMLY SELECTED NAME APPEARED IN THE BLANK SPACE)

THE MARYLAND ITV UTILIZATION STUDY

Choosing Classroom Teachers

These procedures will determine the five classroom teachers in your school who should be included in the study.

Using a current alphabetical list of full-time classroom teachers, select the first five names which alphabetically follow this name:

If five teachers are not obtained before reaching the end of your alphabetical list, continue to the beginning of the list until five are obtained.

(For example, if the name on the label is Thomas, P., and your list of classroom teachers is:

Adams, J.	Peters, W.
Boyd, A.	Easton, V.
Keller, P.	Warren, P.
Michaels, M.	Washington, G.
Mitchell, B.	Zaltman, J.

the questionnaires would be distributed to Warren, Washington, Zaltman, Adams, and Boyd.)

After you have chosen the five names using this procedure, please give a cover letter, a Teacher Questionnaire, and a return envelope to each of the five teachers. You may assure the teachers that this is a completely anonymous process; their responses are to be returned directly to us and will only be reported in the aggregate of all Maryland teachers represented in the study.

Thank you for helping us with this selection process. We look forward to receiving your response and those of your teachers.

Endorsed by:

Maryland Public School Superintendents Association (MPSSA)

Maryland Elementary School Principals Association (MESPA)

Maryland Secondary School Principals Association (MSSPA)

Maryland State Teachers Association (MSTA)

Maryland Educational Media Organization (MEMO)

(FOLLOW-UP POST CARD TO PRINCIPALS)

THE MARYLAND ITV UTILIZATION STUDY

Dear Principal:

About a week ago we sent you a packet of survey materials. If you have had the opportunity to distribute them to selected staff and to complete and return your own, we really appreciate it. Thank you.

If not, we would very much appreciate it if you would take the few minutes to help us out. This project is very worthwhile for the entire educational community of Maryland and your assistance is central to its success.

Again, thank you for your help; we appreciate your professionalism. If you have any questions or problems with any part of this project please call me at 301-454-2590.

Kerry A. Johnson, Ph.D.
Project Director

THE MARYLAND ITV UTILIZATION STUDY

UNIVERSITY OF MARYLAND

COLLEGE PARK 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-5441

April 28, 1981

(FINAL FOLLOW-UP LETTER TO PRINCIPALS)

Dear Principal:

Recently we sent you a packet of questionnaires relating to the nature and extent of instructional television use in your school. The information we are asking you and some of your staff to provide will be used to plan policy for the ITV Division of the MDSE. Even if you do not use ITV in your school it is very important to us to determine your thoughts on the issues involved.

As of today we have not received responses from the following individuals in your school:

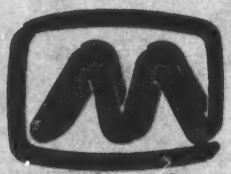
_____ 1. you, the principal
_____ 2. the media specialist
_____ 3. teacher 1
_____ 4. teacher 2
_____ 5. teacher 3
_____ 6. teacher 4
_____ 7. teacher 5

If you would take a few minutes to check with each of them to see if there are any problems we would appreciate it. If either you or your staff need another copy of the questionnaire, please call us at 454-2358 and we will rush one to you.

Again, thank you for your cooperation.

Yours truly,

Kerry A. Johnson, Ph.D.
Project Director



UTILIZATION STUDY
1980 - 1981 Principal Questionnaire

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instructional Television
Owings Mills, Maryland 21117

Please Return Within One Week Of Receipt To:

The Maryland ITV Study
College of Library & Information Services
Room 3114, Hornbake Library
University of Maryland
College Park, Maryland 20742

Your completed questionnaire will be seen only by the immediate research staff and will be used for statistical purposes only, i.e., data gathering, processing, and analysis. Confidentiality will be preserved. No personally identifying information will be released to anyone.

While you are not required to respond, *your cooperation is needed* to make the results of the survey comprehensive, accurate, and timely.

MEDS-ITV 16.100—01—12/80

DEFINITION

Throughout this instrument the term "Instructional Television" (or ITV) refers to any in-school uses of television for instructional purposes.

1980-1981 PRINCIPAL QUESTIONNAIRE

Please supply the information in Section A using school year 1980-1981 figures. This information will be used for our record-keeping and data analysis purposes only and for sending you a Summary Report of the Study, if you request one. Names and other identifying information will be available only to project staff and will not appear in any reports.

A. Background Information

1. Name of Respondent _____
   Title _____
   Telephone Number _____

2. Circle *all* grades which are taught in your school.
   (If ungraded, circle nearest grade equivalents.)
   Pre K - K - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12

3. What was the total Average Daily Attendance (ADA) student membership in your school on or about October 30, 1980?
   _____ ADA

4. In relation to last year, has your enrollment
   1 ☐ Increased 2 ☐ Decreased
   3 ☐ Remained about the same

5. How many classroom teachers are there in your school? Please report both the number of teachers and the number of full-time equivalents which they represent, such that a half-time teacher is counted as ½ a full-time equivalent. DO NOT INCLUDE specialists such as Librarian, Resource teacher or Nurse in your calculations.

   a Number of teachers _____ b Number of full-time equivalent teachers _____

6. How many specialists are there in your school? Please report both the number of the specialists and the number of full-time equivalents they represent, such that a half-time specialist is counted as ½ full-time equivalent. DO NOT INCLUDE the Nurse in your calculations.

   a Number of specialists _____ b Number of full-time equivalent specialists _____

7. How many aides or volunteers (4 hours per day or more) do you have?
   _____ Aides/Volunteers

8. How do you describe your school?
   (Circle one)
   1 Self-contained classroom
   2 Non-traditional, open space, etc.
   3 Other (please specify) _____

9. How long have you been

	Indicate the number of years below				
	1 yr.	2-3 yrs.	4-6 yrs.	7-9 yrs.	10+ yrs.
a. Principal at this school	☐	☐	☐	☐	☐
b. An educator (including present and all previous positions.)	☐	☐	☐	☐	☐

B. Availability of Instructional Television (ITV)

10. Is ITV programming available (either directly on air or by videotape) in your school?
1 ☐ Yes 2 ☐ No

---

11. How many television sets for instructional purposes are in your school?
a _____ Number of black/white
b _____ Number of color
c _____ Total number
d _____ None

---

12. About how many classroom teachers are using ITV on a regular basis this year?
(If you answered *No* or *None* to both items 11 and 12, skip to Question 24. If *Yes*, please continue.)
_____ teachers

---

13. Which of the following are available in your school?
(Circle *all* that apply.)
a Direct on-air broadcast from public television stations. Channel(s) _____
b Cassette or videotape
c Videodisc
d Cable television
e Closed circuit or Master antenna system
f Don't know

---

14. Describe the quality of television reception in your building.
(Circle *one*)
1 Good
2 Fair
3 Poor

---

15. Which *best* describes the location of TV sets in your school?
(Circle *one*)
1 Kept in classrooms, except for maintenance and repair
2 Kept in central storage location
3 Kept in large rooms or auditoriums
4 Kept in Media Center
5 Other (please specify): _____

---

16. Which *best* describes the arrangements for use of TV sets?
(Circle *one*)
1 Students brought to the TV sets
2 TV sets brought to the students
3 Sometimes one, sometimes the other
4 Neither; sets are in the classroom

---

17. How much of the time are the sets in your school in good repair?
(Circle *one*)
1 Always
2 Most of the time
3 Some of the time
4 Seldom

---

18. Do you acquire pre-recorded programs from a local district, regional or state videotape library?
1 ☐ Yes 2 ☐ No

---

19. Which best describes what happens when one of your sets needs repair?
(Circle *one*)
1 One of our building staff members repairs it
2 We send it to a central repair shop for the district
3 It is repaired by a local repairman hired out of the school building's budget
4 We have no repair policy
5 Other (Please specify) _____

20. Does your school have any of the following? (Circle *all* that apply.)

a Earphones for TV sets
b Easy access to requested TV programs (dial-own-access TV)
c TV studio in the school
d Videotape library in the school
e Videotape library in the district
f Other (please specify) _____

---

21. Do you use videotape recorders in your school to record and/or play-back ITV lessons? (If No, go to question 23.)

1 ☐ Yes 2 ☐ No

---

22. Do you or does someone in your school videotape programs off the air?

1 ☐ Yes 2 ☐ No

---

23. Does your school produce any original programs for school use? (If No, go to question 24)
If Yes, please indicate

1 ☐ Yes 2 ☐ No

a. What are the purposes served by these productions? (Circle *all* that apply)

a Instructional use
b Administrative use (e.g., announcements)
c In-service training
d Production experience for students
e Teacher feedback (e.g., allowing the teacher to view own performance)
f Student feedback (e.g., allowing student to view own performance)
g Other (please specify) _____

C. Support of ITV

24. Generally speaking, which *best* describes your own *practice* regarding the use of ITV? (Circle *one*)

1 Strongly encourage use
2 Encourage use but leave to discretion of individual teacher
3 Neither encourage nor discourage use
4 Discourage use but leave to discretion of individual teacher
5 Strongly discourage use

---

25. In your opinion, which *best* describes *district* practice regarding the use of ITV? (Circle *one*)

1 Use is strongly encouraged
2 Use is encouraged but left to discretion of individual schools and teachers
3 Use is neither encouraged nor discouraged
4 Use is discouraged but left to discretion of individual schools and teachers
5 Use is strongly discouraged

---

26. Is there a building ITV coordinator or other person in your building with responsibility for ITV? (Circle *one*)

1 Yes, full time
2 Yes, part time
3 Yes, informal (i.e., a teacher or student who distributes ITV information)
4 No

(If No, go to question 27)
If Yes, please indicate:

a. Does the Coordinator have special training in media? 1 ☐ Yes 2 ☐ No

b. Is he/she usually available for consultation with teachers? 1 ☐ Yes 2 ☐ No

---

27. During the current school year (1980-81) have you had any contact with ITV personnel from outside the school?
(If No, go to question 28
If Yes, please check all items which describe your experience)

1 ☐ Yes 2 ☐ No

	District ITV Coordinator		ITV Division of State Department of Education	
	Yes	No	Yes	No
a. Their staff visited my school	☐	☐	☐	☐
b. They provided in-service training	☐	☐	☐	☐
c. They provided newsletters, guides, or other publicity	☐	☐	☐	☐
d. I have talked with them on the phone	☐	☐	☐	☐
e. I have served on their Advisory, Evaluation, or Curriculum Committees	☐	☐	☐	☐
f. Other communication (please specify)	☐	☐	☐	☐

_____

28. How are teacher guides for ITV series distributed in your school? (Circle *one*.)

1 Individual copies provided to all teachers
2 Individual copies provided only to teachers who request them
3 Not provided to any teachers
4 Multiple copies on hand in the school
5 Don't know.

29. How is the annual ITV schedule book distributed in your school? (Circle *one*.)

1 Individual copies provided to all teachers
2 Individual copies provided only to teachers who request them
3 Not provided to any teachers
4 Multiple copies on hand in the school
5 Don't know.

30. How often, either informally or formally, have you suggested to teachers either programs to watch or ways to use ITV? (Circle *one*.)

1 Often
2 Sometimes
3 Rarely
4 Never

31. Who usually informs teachers about ITV programs or series which might be particularly useful? (Circle *all* that apply.)

a District ITV coordinator
b ITV Division, State Department of Education
c TV stations. Channel _____
d Principal
e Media specialist
f Another teacher
g No one.

32. What do you think is the general attitude of *each* of the following groups of people in your school toward the use of ITV? (Circle the appropriate number for each.)

		Favor its Use	Neutral	Against its Use
a. Department Chairs or Subject Area Specialists. (Check here if not applicable ☐.)	a	1	2	3
b. Teachers	b	1	2	3
c. Media specialist(s)	c	1	2	3
d. Specialists (e.g., Counselors; do not include Nurse.) Check here if not applicable ☐.	d	1	2	3
e. Parents	e	1	2	3
f. Students	f	1	2	3
g. Teachers' organization	g	1	2	3

33. Have you had a teacher in your school during the last two years (1979/80-1980/81) whom you thought

	Yes	No	Not Sure
a. Used ITV too frequently	1	2	3
b. Selected programs inappropriately	1	2	3

54. How much would you consider to be an appropriate amount of ITV to be watched in class during a typical week? (Check one.)

1 ☐ ¼ hour
2 ☐ ½ hour
3 ☐ 1 hour
4 ☐ 1½ hours
5 ☐ 2 to 4 hours
6 ☐ 5 hours or more
7 ☐ No set limit

D. Your Preparation For Use of ITV

55. Have you ever had training in the use of a specific ITV series or the use of ITV in general? 1 ☐ Yes 2 ☐ No

(If No, go to question 57)

If Yes, which type(s) of training have you had? (Circle all that apply)

a College coursework
b District in-service
c Televised ITV in-service series
d Workshops at professional mtgs.
e State Department of Education in-service
f Workshop by local TV station. Which channel? _____

56. Have you had any such training within the last three years? 1 ☐ Yes 2 ☐ No

E. Reactions to Use of ITV

57. Which of the following statements describes your perceptions of ITV this year? (Circle the appropriate number for each.)

	Agree	Neither Agree Nor Disagree	Disagree	Not Applicable
a. Teachers in my school are using more ITV than they have in the past 3 years	a 1	2	3	4
b. ITV causes many scheduling and administrative problems	b 1	2	3	4
c. ITV is a useful teaching tool	c 1	2	3	4
d. Teachers don't make enough use of ITV	d 1	2	3	4
e. If teachers in my school used ITV too much there would be comments	e 1	2	3	4
f. Some parents express concerns about the amount of ITV watched in the classroom	f 1	2	3	4
g. Our emphasis on basic education goals makes ITV a frill	g 1	2	3	4
h. I have inquired about ITV opinions of parents in a needs assessment survey	h 1	2	3	4
i. One of the first things to go in a tight budgetary environment is ITV	i 1	2	3	4
j. It has become easier over the past 3 years to justify funds for supporting ITV	j 1	2	3	4

58. Below is a list of uses of ITV. Circle the appropriate number to rate each use for its importance.

	Important	Neither Important Nor Unimportant	Unimportant	Not applicable
a. to extend the range of experiences available to students	a 1	2	3	4
b. to present new materials	b 1	2	3	4
c. to provide different approaches for presenting material	c 1	2	3	4
d. to reinforce essential taught in other lessons	d 1	2	3	4
e. to bring new resources and/or persons into the classroom	e 1	2	3	4
f. to motivate students' interest in a subject	f 1	2	3	4
g. to lighten the teaching load	g 1	2	3	4
h. to allow teacher to observe students	h 1	2	3	4
i. to allow teacher and/or students a brief time to relax	i 1	2	3	4
j. to permit individualization of instruction	j 1	2	3	4
k. to present subject matter where there is not a special teacher (e.g. music, foreign language)	k 1	2	3	4
l. to serve as a suitable teaching alternative in emergency situations (e.g. school closings, long term teacher absences)	l 1	2	3	4
m. to cover essential learning skills	m 1	2	3	4

39. How difficult is it to maintain a budget for ITV use compared with other instructional materials? (Circle one.)

1 Much harder for ITV
2 Harder
3 No difference
4 Easier
5 Much easier for ITV

---

40. Thinking about all the issues on which you spend your time as an administrator, both in meetings and outside of meetings, how much of your time is spent on ITV issues? (Circle one.)

1 A fair amount
2 A moderate amount
3 A little
4 None, or almost no time

---

41. Listed below are some statements about various aspects of ITV. Please *indicate your reaction to each* by circling the appropriate number:

	Agree	Neither Agree Nor Disagree	Disagree	Not Applicable
a. ITV shows great possibilities for stimulating teacher creativity	a 1	2	3	4
b. Teachers, when using instructional television, lose some of their importance in the classroom setting	b 1	2	3	4
c. The personal relationship between student and teacher is lost when instructional television is used	c 1	2	3	4
d. The development of more new instructional television programs is a waste of time	d 1	2	3	4
e. Wider use of instructional television is needed	e 1	2	3	4
f. The use of instructional television makes any subject matter more interesting	f 1	2	3	4
g. Instructional television should inspire students to greater curiosity and learning	g 1	2	3	4
h. Instructional television is all right but I feel it has been overemphasized	h 1	2	3	4
i. Children watch enough television at home; they don't need to watch more in school	i 1	2	3	4

F. Statistics on Students

42. Which is the best estimate of the economic level of families whose children are served by your school? (Circle more than one if it is impossible to generalize.)

1 Low income
2 Low-middle income
3 High-middle income
4 High income

---

43. Approximately what percentage of students in your school are from homes where the primary or dominant language is other than English? (Base estimate on ADA student membership.)

_____ %

---

44. How many students in your district are from homes where the languages listed below are spoken?

Korean _____
Spanish _____
Vietnamese _____

---

45. Approximately what percentage of students are identified as handicapped? (Base estimates on ADA student membership.)

_____ %

---

46. Approximately what percentage of students in your school are:

1 _____ % American Indian or Alaskan Native
2 _____ % Asian or Pacific Islander
3 _____ % Hispanic
4 _____ % Black (not of Hispanic origin)
5 _____ % White (not of Hispanic origin)

47. Approximately how many specially funded programs do you have in your school this year which might lend ITV uses or programming? (e.g., vocational programs funded by the state or federal governments, Title I.)

0 1 2 3 4 5 6 7 or more

48. As we indicated in our cover letter, we are interested in giving you an opportunity to influence programming. Please use the space below to indicate what you see as your greatest program needs during the next three years.

Comments on ITV

We are especially interested in knowing about any unique uses of ITV programming or technology, and any outcomes of its uses that you have noticed. If you feel that we have omitted an important question, or you can provide us with some additional information, please use this space for that purpose.

Thank you very much for taking the time to fill out this questionnaire.

If you would like to receive a Summary Report of the findings of this study, check here ☐ and supply us with your

Name: _____

Address: _____

City _____ State _____ Zip _____

APPENDIX A -- SUPERINTENDENT

THE MARYLAND ITV UTILIZATION STUDY

UNIVERSITY OF MARYLAND

College Park 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-8441

(INTRODUCTORY SUPERINTENDENT LETTER)

Television has been used in Maryland's public schools for many years, yet information concerning its use has never been gathered statewide. This is a concern both to members of the education community and to state policymakers.

In response to a request from the legislature, the Division of Instructional Television, MSDE, has asked us to undertake this study of television use in schools so that they can better serve the people of the state. In addition, the professional organizations listed in this letter have recognized the importance of this study and given it their endorsement.

As Superintendent of your county's school system, you play a central role in defining instructional direction. It is essential, in planning ITV services, for the ITV Division to understand your present and projected policies toward the use of television in your schools. To aid in our understanding we are sending you a short questionnaire which we would ask you to take 15 minutes or so to complete. The questionnaire will be arriving at your office within the week.

In addition, we have randomly selected a small sample of schools across the state and are asking the Principal, the Media Specialist, and five Teachers about the ways they do or do not use ITV. Any assistance and support you might provide in ensuring a high response rate to our questionnaire would be appreciated.

All data will be held in the strictest confidence. All of the respondents will return their completed questionnaires directly to us; only immediate project staff will see them. Data will be reported in aggregate only so that no individual educator or school can be identified.

An executive summary of the study will be available to all respondents who request it.

If you have any questions after you have received the materials, please do not hesitate to call us at 301/454-2590 or 454-2558.

We appreciate your cooperation. Thank you.

Sincerely,

Kerry A. Johnson, Ph.D.
Project Director

Endorsed by:

Maryland Secondary School Principals Association (MSSPA)

Maryland Elementary School Principals Association (MESPA)

Maryland Public School Superintendents Association (MPSSA)

Maryland Educational Media Organization (MEMO)

Maryland Art Teachers Association (MATA)

THE MARYLAND ITV UTILIZATION STUDY
UNIVERSITY OF MARYLAND
COLLEGE PARK 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-3441

(LETTER ACCOMPANYING SUPERINTENDENT QUESTIONNAIRES)

March 23, 1981

A few days ago I wrote you about the Maryland ITV Utilization Study. Here is the questionnaire I asked you to fill out. It should take about fifteen minutes of your time. As I mentioned, your personal assistance is critical to the success of this project.

In addition, I informed you that we would be sending questionnaires to principals, media specialists and teachers in randomly selected schools in your district. I am sensitive to the fact that some school districts have a written agreement with their teachers whereby some type of compensation must be made if a teacher is requested to fill out a form. If that is the case in your district, any accommodation would be deeply appreciated. Our questionnaires are designed to take a minimum of time by asking only for information your educators have in memory. Most individuals in the field test required 15-20 minutes to complete the form.

If you have any questions or uncertainties about this study, please do not hesitate to call me personally at (301) 454-2590 or 454-2558.

Again, thank you for your assistance.

Sincerely,

Kerry A. Johnson, Ph.D.
Project Director

KAJ/gmh

Endorsed by:

Maryland Secondary School Principals Association (MSSPA)
Maryland Elementary School Principals Association (MEPA)
Maryland Public School Superintendents Association (MPSSA)
Maryland Educational Media Organization (MEMO)
Maryland State Teachers Association (MSTA)

THE MARYLAND ITV UTILIZATION STUDY

UNIVERSITY OF MARYLAND

COLLEGE PARK 20742

COLLEGE OF LIBRARY AND INFORMATION SERVICES
UNDERGRADUATE LIBRARY BUILDING, ROOM 1101

PHONE: (301) 454-3441

(FOLLOW-UP LETTER TO SUPERINTENDENT)

April 23, 1981

About one month ago I sent you a questionnaire about your district's policies toward the use of instructional television in the schools. The return rate has been extemely high; as a result we are only a few counties shy of having all questionnaires returned. Since we have not heard from your office with regard to the survey I am taking the liberty of sending you another copy of the questionnaire in the hope that you will take the 15-20 minutes to complete it and return it to me.

As I mentioned before, we really appreciate the time, thought and effort you will be making to supply us with this important information. If you have any questions or concerns about the study please do not hesitate to call be personally a 301-454-2590 or 2558.

Again, I want to thank you for your cooperation.

Yours truly,

Kerry A. Johnson, Ph.D.
Project Director

enclosure

Endorsed by:

Maryland Secondary School Principals Association (MSSPA)

Maryland Elementary School Principals Association (MEPA)

Maryland Public School Superintendents Association (MPSSA)

Maryland Educational Media Organization (MEMO)

Maryland State Teachers Association (MSTA)

UTILIZATION STUDY
1980 - 1981 Superintendent Questionnaire

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instructional Television
Owings Mills, Maryland 21117

Please Return Within One Week Of Receipt To:

The Maryland ITV Study
College of Library & Information Services
Room 5114, Hornbake Library
University of Maryland
College Park, Maryland 20742

Your completed questionnaire will be seen only by the immediate research staff and will be used for statistical purposes only, i.e., data gathering, processing, and analysis. Confidentiality will be preserved. No personally identifying information will be released to anyone.

While you are not required to respond, *your cooperation is needed* to make the results of the survey comprehensive, accurate, and timely.

MSDE-ITV 16.100—01—12/80

DEFINITION

Throughout this instrument the term "Instructional Television" (or ITV) refers to any in-school use of television for instructional purposes.

1980-81 SUPERINTENDENT QUESTIONNAIRE

Please supply the information in Section A using school year 1980-1981 figures. This information will be used for our record-keeping and data analysis purposes only and for sending you a Summary Report of the study, if you request one. Names and other identifying information will be available only to project staff and will not appear in any reports.

A. Background Information

1. Name of Respondent: _____

   Title: _____

   Telephone Number: _____

---

2. Have you ever had training in the use of a specific ITV series or the use of ITV in general?
   (If No, go to question 3)
   If Yes:

   1 ☐ Yes 2 ☐ No

   a. Please indicate which type(s) of training you have had.
   (Circle *all* that apply.)

   a College coursework
   b District in-service
   c Televised ITV in-service series
   d Workshops at professional meetings
   e State Department of Education in-service
   f Workshop by local TV station
   Which channel: _____
   g Other (please specify) _____

   b. Have you had any such training within the past three years? 1 ☐ Yes 2 ☐ No

---

3. How is the district per capita financial support for ITV changing?
   (Circle *one* for each.)

	Increased	Remained the same	Decreased	Don't Know
a. During the past 3 years	1	2	3	4
b. During the next 3 years	1	2	3	4

---

4. How would you describe the budgetary environment of ITV?
   (Circle *one* number for *each* statement)

	Agree	Neither Agree Nor Disagree	Disagree
a. It is easier to get special federal or state funding for ITV than for other educational projects or programs	1	2	3
b. ITV is a way to save instructional costs, when teachers are not available.	1	2	3
c. Maintaining equipment and managing ITV use tends to use up more than its share of the budget	1	2	3
d. One of the first things to go in a tight budgetary environment is ITV	1	2	3
e. It has become easier over the past 3 years to justify funds for supporting ITV	1	2	3

5. How difficult is it to maintain a budget for ITV use compared with other instructional materials? (Circle one.)

1 Much harder for ITV
2 Harder
3 No difference
4 Easier
5 Much easier for ITV

---

6. Funds and equipment for ITV tend to come from the following sources. Please indicate for your district approximately what percentage comes from each source.

a Federal government _____
b State programs _____
c District budget _____
d School budget _____
e Other (please specify) _____

_____

Total 100% _____

---

7. What do you estimate will be total current (1980-81) operating expenditures for *instructional television* in your district? (In addition to supplies, contractual arrangements, materials and equipment, include personnel costs (direct and indirect) for those persons assigned to support the production, acquisition and use of ITV)

$ _____

---

8. Does your school system have a systematic process for replacing old ITV equipment (e.g., amortization formula)?

1 ☐ Yes 2 ☐ No

B. Availability of ITV

9. Is ITV programming available (either directly on-air or by videotape) in at least some of the buildings in your school system?

1 ☐ Yes 2 ☐ No

(If No, go to question 12)

---

10. Which best describes the method(s) of reception/transmission in your district? (Circle *all* that apply.)

a Direct on-air broadcast from public television (i.e., non-commercial station(s)
Channel(s) _____
b Cable television
c Cassette/videotape
d Closed circuit or Master antenna system
e Videodisc
f Don't know

---

11. Indicate in column *a* the number of classroom teachers there are in your district and in column *b* estimate the percentage of those teachers who use ITV regularly (i.e., approximately 75% of all lessons in at least one TV series).

a Teachers in District	b Teachers using ITV
_____	_____ %

---

12. Does your district produce any of its own ITV programs?

(If No, go to question 14)

1 ☐ Yes 2 ☐ No

13. What purposes are served by these productions?
(Circle *all* that apply)

a Instructional use
b Administrative use (e.g., announcements)
c In-service training
d Production experience for students
e Teacher feedback (e.g., allowing him/her to view his/her own performance)
f Student feedback (e.g., allowing him/her to view his/her own performance)

---

14. When new buildings are designed for your district, are they planned to include the use of ITV?
(Check one.)

1 Always
2 Usually
3 Usually not
4 Never
5 Does not apply

---

15. Have you done (or do you plan to do) any of the following?
(Circle the appropriate number for each.)

	Done during the last 3 years	Planned for the next 3 years	Have not and don't plan to
a. Increasing the number of TV sets	1	2	3
b. Replacing black and white sets by color	1	2	3
c. Adding videotape equipment	1	2	3
d. Expanding a videotape library	1	2	3
e. Adding Master antennas, cable TV or internal distribution systems	1	2	3
f. Adding production equipment	1	2	3
g. Adding videodisc equipment	1	2	3
h. Other (please specify) _____			
_____	1	2	3

---

16. During the current school year (1980-81) is your district conducting research or systematically gathering data concerning ITV?

1 ☐ Yes 2 ☐ No

(If *No*, proceed to question 17
a. If *Yes*, please indicate in which areas:)
(Circle *all* that apply.)

a Pilot program in the use of ITV
b Equipment or facilities
c Evaluation of programs
d Impact (utilization) study
e Other (please specify) _____
_____

---

17. Does your district participate in state ITV series development, selection, or evaluation?

1 ☐ Yes 2 ☐ No

---

18. During the current school year (1980-81) have you as Superintendent had any contact with staff from the ITV Division of the State Department of Education?

1 ☐ Yes 2 ☐ No

(If *No*, proceed to question 19
a. If *Yes*, please circle all items which describe your experience.)

a Staff visited me
b I met staff at in-service workshops
c They provided newsletters, guides, or other publicity
d I talked with them on the phone
e I have served on their Curriculum committees
f I appeared in a local production
g Other communication (please specify) _____
_____

C. Support For ITV

19. Generally speaking, how would you describe your practice concerning ITV?
(Circle one.)

1 Strongly encourage use
2 Encourage use but leave to discretion of individual schools and teachers
3 Neither encourage or discourage use
4 Discourage use but leave to discretion of individual schools and teachers
5 Strongly discourage use

---

20. Is there someone in your district who has *district-wide* responsibility for ITV?

1 ☐ Yes 2 ☐ No

(If No, go to question 21
If Yes, please indicate:)

a. What is the title of that person?
(Circle one.)

1 ITV Coordinator
2 Media coordinator
3 Coordinator of Learning Resources
4 Curriculum Coordinator
5 Other (please specify) _____

_____

b. Approximately what percentage of that person's time is devoted to ITV?

_____ %

c. How many persons does the district-wide ITV coordinator have on (ITV) staff?

_____

---

21. Does your district make in-service workshops on the use of ITV available to your teachers?

1 ☐ Yes 2 ☐ No

(If No, go to question 23.)

---

22. The personnel who usually conduct these workshops come from which agency?
(Circle *all* that apply.)

a ITV Division, State Department of Education
b School district
c School building
d Local TV station. Which channel _____
e University or college
f Other (please specify) _____

_____

g Don't know

---

23. Below is a list of uses of ITV. Circle the appropriate number to rate each use for its importance.

		Very important	Moderately important	Neither important Nor Unimportant	Moderately Unimportant	Very Unimportant
a. To extend the range of experiences available to students.	a	1	2	3	4	5
b. To present new materials	b	1	2	3	4	5
c. To provide different approaches for presenting materials	c	1	2	3	4	5
d. To reinforce material taught in other lessons	d	1	2	3	4	5
e. To bring new resources and/or persons into the classroom	e	1	2	3	4	5
f. To motivate students' interest in a subject	f	1	2	3	4	5
g. To lighten the teaching load	g	1	2	3	4	5
h. To allow teacher to observe the students	h	1	2	3	4	5
i. To allow teacher and/or students a brief time to relax	i	1	2	3	4	5
j. To permit individualization of instruction	j	1	2	3	4	5
k. To present subject matter where there is not a special teacher (e.g. music, foreign language)	k	1	2	3	4	5
l. To serve as a suitable teaching alternative in emergency situations (e.g., school closings, long-term teacher absences).	l	1	2	3	4	5
m. To cover essential learning skills	m	1	2	3	4	5

24. What do you think is the general attitude of each of the following groups of people in your district toward ITV? (Circle the appropriate number for each.)

		Favor its Use	Neutral	Against its Use
a. The School Board	a	1	2	3
b. Parents in general	b	1	2	3
c. Principals	c	1	2	3
d. Department chair or Subject Matter Specialists (Check here if not applicable ☐)	d	1	2	3
e. Other teachers	e	1	2	3
f. Specialists in schools (e.g., Counselors, Media Specialists; do not include the Nurse)	f	1	2	3
g. Students	g	1	2	3
h. District staff	h	1	2	3
i. Teacher organization	i	1	2	3

D. Overall Reactions Toward ITV

25. Listed below are some statements about various aspects of ITV. Please indicate your reaction to each by circling the appropriate number:

		Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
a. ITV shows great possibilities for stimulating teacher creativity	a	1	2	3	4	5
b. Teachers, when using instructional television, lose some of their importance in the classroom setting	b	1	2	3	4	5
c. The personal relationship between student and teacher is lost when instructional television is used	c	1	2	3	4	5
d. The development of more new instructional television programs is a waste of time.	d	1	2	3	4	5
e. Wider use of instructional television is needed	e	1	2	3	4	5
f. The use of instructional television makes my subject matter more interesting	f	1	2	3	4	5
g. Instructional television should inspire students to greater curiosity and learning	g	1	2	3	4	5
h. Instructional television is all right but I feel it has been overemphasized	h	1	2	3	4	5
i. Children watch enough television at home; they don't need to watch more in school	i	1	2	3	4	5
j. My district is using ITV more this year than it has in the past three years	j	1	2	3	4	5

26. What was the total Average Daily Attendance (ADA) in your district on or about October 30, 1980? (Half-day nursery school or kindergarten attendance should be counted as half time for determining ADA.)

_____ ADA

27. What percentage of the parents of students in your district do you estimate to be: (Base estimate on ADA student membership and answer all parts so that total equals 100%.)

1 _____ % low income
2 _____ % low-middle income
3 _____ % high-middle income
4 _____ % high income

28. Approximately what percentage of students in your district are from homes where the primary or dominant language is other than English? (Base estimates on ADA student membership.)

_____ %

29. How many students in your district are from homes where the languages listed below are spoken?

Korean _____
Spanish _____
Vietnamese _____

50. What percentage of students in your district are:

1 _____ % American Indian or Alaskan Native
2 _____ % Asian or Pacific Islander
3 _____ % Hispanic
4 _____ % Black (not of Hispanic origin)
5 _____ % White (not of Hispanic origin)

---

51. As indicated in our cover letter, we are interested in giving you an opportunity to influence programming. Please use the space below to indicate what you see as your greatest program needs during the next three years and why.

Comments on ITV

We are especially interested in knowing about any unique uses of ITV programming or technology, and any outcomes of its use that you have noticed. If you feel that we have omitted an important question, or you can provide us with some additional information, please use this space for that purpose.

Thank you very much for taking the time to fill out this questionnaire.

If you would like to receive a Summary Report of the findings of this study, check here ☐ and supply us with your

Name _____

Address _____

City _____ State _____ Zip _____

A P P E N D I X B (Part 1)

```
C  SSAMPLER:  Gets a random starting point from the user and picks
C  a sample of schools from UNIVERSE and writes it in SAMPLE.  In
C  addition, a brief report is printed at the terminal.
C
C  P.F.G. Keller, February, 1981
C
C  Runstream needed to activate the process:
C  @ASG,A UNIVERSE.
C  @USE 10.,UNIVERSE.
C  @ASG,A SAMPLE.
C  @USE 20.,SAMPLE.
C  @XQT PROGRAMS.ASAMPLER
C
      INTEGER TYPE,NCODE,COCODE,SCHNUM,TOTENR,SIGMA,ZIP,INTVAL
      INTEGER STEP,RNDSP,UNICT,UNIEN,SAMCT,SAMEN
      INTEGER UNITYP(31,5),SAMTYP(31,5),UNIROL(31,5),SAMROL(31,5)
      CHARACTER*34 NADDR(3)
C
  100 FORMAT (I1,2J2,J4,I6,3A34,J5)
  200 FORMAT (I1,2J2,J4,I4,3A34,J5)
  300 FORMAT (' Enter a random starting point between 1 & 3675->')
  320 FORMAT (I4)
  322 FORMAT (' Random starting point=',I4/)
  400 FORMAT (//' Number of Schools by County Code by School Type'/)
  402 FORMAT (9X,'-->SAMPLE<--',20X,'-->UNIVERSE<--'/)
  403 FORMAT (2X,'Cnty Typ2 Typ3 Typ4 Typ5  Tot',
     1'     Typ2 Typ3 Typ4 Typ5  Tot'/)
  404 FORMAT (4X,J2,5I5,4X,5I5)
  406 FORMAT (/' Total',5I5,4X,5I5)
  408 FORMAT (///' School Enrollment by County Code by School Type'/)
  410 FORMAT (14X,'-->SAMPLE<--',30X,'-->UNIVERSE<--'/)
  411 FORMAT (2X,'Cnty   Typ2   Typ3   Typ4   Typ5    Tot',
     1'       Typ2   Typ3   Typ4   Typ5    Tot'/)
  412 FORMAT (4X,J2,5I7,4X,5I7)
  414 FORMAT (/' Total',5I7,4X,5I7)
  416 FORMAT (///' .....End of processing')
C
C  Initialize
C
      SIGMA=0
      INTVAL=3675
      UNICT=0
      UNIEN=0
      SAMCT=0
      SAMEN=0
      DO 3 I=1,5
        DO 2 J=1,31
          UNITYP(J,I)=0
          SAMTYP(J,I)=0
          UNIROL(J,I)=0
          SAMROL(J,I)=0
```

```
    2   CONTINUE
    3 CONTINUE
      PRINT 300
      READ 320,RNDSP
      PRINT 322,RNDSP
      STEP=RNDSP
C
    8 READ(10,100,END=12)TYPE,NCODE,COCODE,SCHNUM,TOTENR,NADDR,ZIP
      SIGMA=SIGMA+TOTENR
      UNICT=UNICT+1
      UNIEN=UNIEN+TOTENR
      UNITYP(COCODE,TYPE-1)=UNITYP(COCODE,TYPE-1)+1
      UNIROL(COCODE,TYPE-1)=UNIROL(COCODE,TYPE-1)+TOTENR
      IF(SIGMA.LT.STEP)GOTO 8
      WRITE(20,200)TYPE,NCODE,COCODE,SCHNUM,TOTENR,NADDR,ZIP
      STEP=STEP+INTVAL
      SAMCT=SAMCT+1
      SAMEN=SAMEN+TOTENR
      SAMTYP(COCODE,TYPE-1)=SAMTYP(COCODE,TYPE-1)+1
      SAMROL(COCODE,TYPE-1)=SAMROL(COCODE,TYPE-1)+TOTENR
      GOTO 8
   12 END FILE 20
C
C  Write Report
C
      DO 94 I=1,30
        DO 92 J=1,4
          UNITYP(I,5)=UNITYP(I,5)+UNITYP(I,J)
          UNITYP(31,J)=UNITYP(31,J)+UNITYP(I,J)
          UNIROL(I,5)=UNIROL(I,5)+UNIROL(I,J)
          UNIROL(31,J)=UNIROL(31,J)+UNIROL(I,J)
          SAMTYP(I,5)=SAMTYP(I,5)+SAMTYP(I,J)
          SAMTYP(31,J)=SAMTYP(31,J)+SAMTYP(I,J)
          SAMROL(I,5)=SAMROL(I,5)+SAMROL(I,J)
          SAMROL(31,J)=SAMROL(31,J)+SAMROL(I,J)
   92   CONTINUE
   94 CONTINUE
      PRINT 400
      PRINT 402
      PRINT 403
      DO 20 I=1,23
        PRINT 404,I,(SAMTYP(I,J),J=1,5),(UNITYP(I,J),J=1,5)
   20 CONTINUE
      I=30
      PRINT 404,I,(SAMTYP(I,J),J=1,5),(UNITYP(I,J),J=1,5)
      I=31
      PRINT 406,(SAMTYP(I,J),J=1,4),SAMCT,(UNITYP(I,J),J=1,4),UNICT
      PRINT 408
      PRINT 410
      PRINT 411
      DO 22 I=1,23
        PRINT 412,I,(SAMROL(I,J),J=1,5),(UNIROL(I,J),J=1,5)
   22 CONTINUE
      I=30
```

```
PRINT 412,I,(SAMROL(I,J),J=1,5),(UNIROL(I,J),J=1,5)
I=31
PRINT 414,(SAMROL(I,J),J=1,4),SAMEN,(UNIROL(I,J),J=1,4),UNIEN
PRINT 416
STOP
END
```

A P P E N D I X B (Part 2)

```
2 'Solicits input from the terminal to enter data from the Teacher
3 'Questionnaire, does some error and logic checking, concatenates the
4 'data into character strings, and writes them to an intermediate file,
5 'which the user must append onto the main teacher data file before
6 'reactivating the program for another session at the terminal.
7 '
8 'P.F.G. Keller, May, 1981
9 '
100 STRINGS 3
120 DIM G$(20),C$(20),A$(20),A(20),S$(70,2),B$
140 B$=CHR$(7)
160 FOR I=1 TO 14 ! READ G$(I) ! NEXT I
180 DATA P,K,1,2,3,4,5,6,7,8,9,10,11,12
200 FOR I=1 TO 16 ! READ C$(I) ! NEXT I
220 DATA A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P
222 FOR I=1 TO 6
224 READ W(I)
226 NEXT I
228 DATA 78,70,80,79,79,73
240 LINES 80
260 STRINGS 90
280 GOSUB 5300
300 '
320 ' ENTRY POINT FOR NEW QUESTIONNAIRE
340 PRINT ! PRINT ! PRINT
360 '
380 'CARD IMAGE 1
400 '
420 X=1
427 PRINT CHR$(7);
440 "SEVEN-DIGIT ID#"; ! INPUT I$ ! R$=CAT$(I$,"1 ") ! L$(X)=R$
460 "#1:GRADES TAUGHT"; ! MAT INPUT A$
480 IF A$(1)="X" THEN R$="99999999999999" ! GOTO 620
500 R$="22222222222222"
520 FOR I=1 TO NUM
540   FOR J=1 TO 14
560     IF A$(I)=G$(J) THEN GOSUB 4400
580   NEXT J
600 NEXT I
620 GOSUB 4320
640 GOSUB 5020
660 "$2:"; ! GOSUB 4260
680 "3a:STUDENTS";B$; ! INPUT R$ ! IF LEN(R$)<3 THEN R$=CAT$("0",R$)
700 GOSUB 4320
720 "3b:CLASSES"; ! GOSUB 4260
740 "#4:LETTER CODES FOR SUBJECTS"; ! Y=15 ! GOSUB 4520
760 GOSUB 5020
780 "#5:"; ! GOSUB 4260
800 "#6:YRS HERE,YRS OVERALL"; ! MAT INPUT A$
820 IF NUM<>2 THEN PRINT B$;"Two values, stupid!" ! GOTO 800
840 FOR I=1 TO 2 ! L$(X)=CAT$(L$(X),A$(I)) ! NEXT I
```

```
860 GOSUB 5020
880 "#7&7b:"; ! GOSUB 4260
920 "#8:"; ! GOSUB 4260
940 "#9:"; ! GOSUB 4260
960 "#10:TYPES PROG AVAIL"; ! Y=6 ! GOSUB 4520
980 "#11:"; ! GOSUB 4260
1000 "#12:LOCATIONS"; ! Y=6 ! GOSUB 4520
1020 GOSUB 5020
1040 "#13:"; ! GOSUB 4260
1060 "#14;"; ! GOSUB 4260
1080 "#15:TYPES HARDWARE"; ! Y=7 ! GOSUB 4520
1100 "#16 "; ! GOSUB 4260
1120 "#17:"; ! GOSUB 4260
1140 GOSUB 5100
1160 IF U=0 THEN 380
1180 '
1200 'CARD IMAGE 2
1220 '
1240 X=2
1260 R$=CAT$(I$,"2 ") ! L$(X)=R$
1280 "#18:USE FACTORS"; ! Y=11 ! GOSUB 4520
1300 GOSUB 5020
1320 "#19:ARRANGEMENTS"; ! Y=5 ! GOSUB 4520
1340 "#20:"; ! GOSUB 4260
1360 "#21:MEDIA USED"; ! Y=9 ! GOSUB 4520
1380 "#22:";
1400 INPUT R$ ! IF LEN(R$)<2 THEN R$=CAT$("0",R$)
1420 GOSUB 4320
1440 "#23(LEFT):ITV THIS SUBJ"; ! Y=16 ! GOSUB 4520
1460 "#23(RIGHT):SUPPLEMENT"; ! Y=16 ! GOSUB 4520
1480 GOSUB 5100
1500 IF U=0 THEN 1200
1520 '
1540 'CARD IMAGE 3
1560 '
1580 X=3
1600 R$=CAT$(I$,"3 ") ! L$(X)=R$
1620 "#23(RIGHT):CENTRAL"; ! Y=16 ! GOSUB 4520
1640 GOSUB 5020
1660 "#24:"; ! GOSUB 4260
1680 "#25:"; ! GOSUB 4260
1700 "#26:"; ! GOSUB 4260
1720 "#27:"; ! GOSUB 4260
1740 "#28: OUTCOMES"; ! Y=8 ! GOSUB 4520
1760 "#29:"; ! GOSUB 4260
1780 "#30:USE SERIES,USE PROGS"; ! GOSUB 4860
1800 IF U=0 THEN 1780
1820 "#31-#33:"; ! GOSUB 4260
1880 "pre-#35:Was a series named <Y,N>";
1900 INPUT R$ ! R$=CAP$(R$) ! IF MID$(R$,1,1)="N" THEN 2120
1920 R$="1" ! GOSUB 4320
1940 "#35-#37"; ! GOSUB 4260
2100 GOTO 2140
2120 R$="999999999" ! GOSUB 4320
```

```
2140 "#38:GUIDES AVAIL,GUIDES USEFUL"; ! GOSUB 4860
2160 IF U=0 THEN 2140
2180 "#39-#41:"; ! GOSUB 4260
2240 "#42:BLDG COOR,IS IT YOU?"; ! GOSUB 4860
2260 IF U=0 THEN 2240
2280 "#43:SERVICES"; ! Y=6 ! GOSUB 4520
2300 "#44(TOP):CONTACT"; ! GOSUB 4260
2320 "#44(LEFT):DISTR SVCS"; ! Y=6 ! GOSUB 4520
2340 "#44(RIGHT):ST SVCS"; ! Y=6 ! GOSUB 4520
2360 "#45:"; ! GOSUB 4260
2380 GOSUB 5100
2400 IF U=0 THEN 1540
2420 '
2440 'CARD IMAGES 4 & 5
2460 '
2480 L$(4)=CAT$(I$,"4 ")
2500 L$(5)=CAT$(I$,"5 ")
2520 FOR I= 1 TO 70
2540   FOR J=1 TO 2 ! S$(I,J)="9" ! NEXT J
2560 NEXT I
2580 PRINT B$
2600 "#34 **THE BIG ONE**"
2620 "Which series got responses"; ! MAT INPUT A
2640 IF A(1)=0 THEN 2760
2660 FOR K=1 TO NUM
2680   PRINT
2700   "Series rating,Guide rating [for series";A(K);"]";
2720   INPUT S$(A(K),1),S$(A(K),2)
2740 NEXT K
2760 PRINT
2780 FOR I=1 TO 70
2800   FOR J=1 TO 2
2820     L$(J+3)=CAT$(L$(J+3),S$(I,J))
2840   NEXT J
2860 NEXT I
2880 X=4 ! GOSUB 5100
2900 IF U=0 THEN 2440
2920 X=5 ! GOSUB 5100
2940 IF U=0 THEN 2440
2960 '
2980 'CARD IMAGE 6
3000 '
3020 X=6
3040 R$=CAT$(I$,"6 ") ! L$(X)=R$
3060 "#46"; ! GOSUB 4260
3200 PRINT
3220 "47"; ! GOSUB 4260
3440 PRINT
3460 "#48:";  ! GOSUB 4260
3480 "#49;TYPES OF TRAINING"; ! Y=6 ! GOSUB 4520
3500 "#50"; ! GOSUB 4260
3520 "#51"; ! GOSUB 4260
3540 PRINT
3560 "52"; ! GOSUB 4260
```

```
3720 PRINT
3740 "#53"; ! Y=4 ! GOSUB 4520
3760 PRINT
3780 "#54;2 DIGITS MAX"; ! INPUT R$ ! IF LEN(R$)<2 THEN R$=CAT$("0",R$)
3800 GOSUB 4320
3820 "#55:KOR,SPAN,VIET"; ! MAT INPUT A$
3840 FOR I=1 TO NUM
3860   IF LEN(A$(I))<2 THEN A$(I)=CAT$("0",A$(I))
3880   R$=A$(I) ! GOSUB 4320
3900 NEXT I
3920 "#56:HANDICAPPED"; ! INPUT R$ ! IF LEN(R$)<2 THEN R$=CAT$("0",R$)
3930 GOSUB 4320
3940 "#57:AM IND,ASIAN,HISP,BLK,WHITE"; ! MAT INPUT A$
3960 FOR I=1 TO NUM
3980 IF A$(I)="X" THEN A$(I)="999" ! GOTO 4040
4000   IF LEN(A$(I))>=3 THEN 4040
4020   A$(I)=CAT$("0",A$(I)) ! GOTO 4000
4040   R$=A$(I) ! GOSUB 4320
4060 NEXT I
4080 GOSUB 5100
4100 IF U=0 THEN 2980
4120 GOSUB 5580
4140 IF U=0 THEN 320
4160 GOSUB 5760
4180 IF U=1 THEN 320
4200 GOTO 5860
4220 '
4240 '
4260 'SCALAR INPUT ENTRY POINT
4280 '
4287 PRINT CHR$(7);
4300 INPUT R$
4320 'CONCATENATE SCALAR INPUT WITH CARD IMAGE LINE
4340 L$(X)=CAT$(L$(X),R$)
4360 RETURN
4380 '
4400 'SELECTIVE CONVERSION OF 2'S TO 1'S
4420 '
4440 R$=EXT$(R$,J,1)
4460 R$=ADD$(R$,"1",J-1)
4480 RETURN
4500 '
4520 'VECTOR INPUT ENTRY POINT FOR CHARACTER-CODED ITEMS
4540 '
4547 PRINT CHR$(7);
4560 MAT INPUT A$
4580 R$=""
4600 IF A$(1)="X" THEN 4760
4620 FOR I=1 TO Y ! R$=CAT$(R$,"2") ! NEXT I
4640 FOR I=1 TO NUM
4660   FOR J=1 TO Y
4680     IF A$(I)=C$(J) THEN GOSUB 4400
4700   NEXT J
4720 NEXT I
```

```
4740 GOTO 4800
4760 'NINES FILL FOR MISSING DATA (CODE X)
4780 FOR I=1 TO Y ! R$=CAT$(R$,"9") ! NEXT I
4800 GOSUB 4320
4820 RETURN
4840 '
4860 'CONCATENATE TWO SCALAR INPUTS
4880 '
4887 PRINT CHR$(7);
4900 MAT INPUT A$
4920 U=1
4940 IF NUM<>2 THEN PRINT B$;"Must be two numbers!" ! U=0 ! RETURN
4960 FOR I=1 TO 2 ! L$(X)=CAT$(L$(X),A$(I)) ! NEXT I
4980 RETURN
5000 '
5020 'ADD A BLANK TO CARD IMAGE LINE
5040 '
5060 L$(X)=CAT$(L$(X)," ")
5080 RETURN
5100 '
5120 'VERIFY A CARD IMAGE
5140 '
5160 PRINT ! PRINT
5180 "CARD";X;"FOR CASE ";I$ ! PRINT
5200 PRINT L$(X) ! PRINT
5202 IF LEN (L$(X))>W(X) THEN U=0 ! PRINT "TOO LONG" ! RETURN
5204 IF LEN (L$(X))<W(X) THEN U=0 ! PRINT "TOO SHORT" ! RETURN
5220 "OK TO MOVE ON <Y,N>"; ! INPUT U$ ! U$=CAP$(U$)
5240 U=1 ! IF MID$(U$,1,1)="N" THEN U=0
5260 PRINT ! RETURN
5280 '
5300 'OPEN FILES
5320 '
5340 FILES ITVDATA1
5360 SCRATCH #1
5380 PRINT ! PRINT "All Set with ITVDATA1" ! PRINT ! RETURN
5400 '
5420 'LOGOFF
5440 '
5460 PRINT ! PRINT "That's it for ITVDATA1" ! PRINT
5480 CLOSE #1
5500 EXEC "@FREE ITVDATA1."
5520 STOP
5540 RETURN
5560 '
5580 'WRITE CURRENT CASE TO FILE
5600 '
5620 U=1 ! PRINT ! PRINT "OK to write record ";I$;" to file <Y,N>";
5640 INPUT R$ ! R$=CAP$(R$)
5660 IF MID$(R$,1,1)="N" THEN U=0 ! RETURN
5680 FOR I=1 TO 6 ! PRINT #1,L$(I) ! NEXT I
5700 PRINT ! PRINT "D o n e !";B$
5720 RETURN
5740 '
```

```
5760 'TO CONTINUE OR NOT TO CONTINUE
5780 '
5790 "WANNA CONTINUE THIS BIZ, TOOTS <Y,N>";
5800 INPUT R$ ! R$=CAP$(R$)
5820 U=1 ! IF MID$(R$,1,1)="N" THEN GOSUB 5420
5840 RETURN
5860 END
```